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COMMISSION  
FOR  
COOPERATION WITH  
UNESCO**

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of the  
Ninth Conference**

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## CHAPTER I

### INAUGURAL SESSION

The Ninth Conference of the Indian National Commission for Cooperation with UNESCO met at the "Jubilee Hall", Hyderabad at 10.00 A.M. on Tuesday, the 14th July, 1970.

Prof V.K.R.V. Rao, Union Minister of Education and Youth Services and President of the Commission, presided over the inaugural session of the Conference which was attended by the "individual" and "institutional" members of the Commission, Acting Chief of UNESCO Mission in India, Acting Resident Representative of U.N.D.P., representatives of a few UNESCO Centres/Clubs, officials of the Government of Andhra Pradesh, and members of the Press and Public.

### WELCOME ADDRESS

Shri P. V. Narasimha Rao, Education Minister, Andhra Pradesh, welcomed the members and other participants. He said :

"On behalf of the Government of Andhra Pradesh and on my own behalf, I extend a hearty welcome to you all to this historic city of Hyderabad on the occasion of the Ninth Conference of the Indian National Commission for Co-operation with UNESCO. This city, with a hoary past and a resplendent future, is proud to become, for the first time, the venue of this great meeting of minds which, under the tender care of the United Nations, has been striving to make the world a

better place to live in, economically, socially and culturally. The task, as we all know, is by no means easy. It bristles with myriad complications. There are too many tensions and many a time one's efforts to usher in a better world society are frustrated. However, during the past 21 years, the National Commission for UNESCO has, despite heavy odds, succeeded in its mission to an extent which certainly holds out hope for its continued success in future and the ultimate achievement of its goal. That is why we are proud to host this Conference on the occasion of the Commission's emergence as a mature body of over 21 years of age. I am sure that the deliberations of this Conference would have the stamp of this newly attained maturity and prove to be qualitatively different."

Referring to the problems before the developing countries Shri Narasimha Rao said :

"India is a vast and complex country. But the problems which she is facing and in fact all the developing countries are facing in common are, to an extent, quite simple. They pertain to certain elementary needs of human existence. Essentially, they envisage the transition from the sub-human to the human level, in several spheres of life. The solution lies in considering these problems as the common concern of all nations, not merely in words but in spirit and deed as well. Peace and prosperity are both indivisible. Either the entire world has them or else it does not. The situation where one part of the world has them while the other does not, would at best be only transient and provisional. It could subsist only as a fleeting milestone on the way to total peace and total prosperity. In my view, it is this vision which has

inspired the activities of the UNESCO so far and will, I am sure, inspire them to a great extent in future."

Referring to the work before the Conference, Shri Narasimha Rao said :

"You have a heavy agenda before you and I shall not dwell on any of the items of the Agenda; nor do I propose to anticipate at this stage the deliberations of this Conference or its decisions. I do hope, however, that the fruitful deliberations you are going to have, will be of a far-reaching nature in the sense that the pattern of functioning of the Indian National Commission for the next two years is going to be determined to a large extent at this Conference. I would particularly mention projects like the proposed International Sanskrit Conference, the Sixth Regional Conference of the Asian National Commissions, the International Conference for Education for Mankind, etc., which are of special interest to us. I would also urge that the date of the Sanskrit Conference be advanced to 1971 from 1972, as now proposed. I have no doubt that this will accelerate the cultural and literary consummation which Sanskrit alone can bring about on a global scale. Personally, I feel profoundly inspired and excited over the proposal".

Speaking about the people of Andhra Pradesh, he said :

"We in Andhra Pradesh have a particular flair for matters cultural. We represent a smooth and placid society which generally abhors strife and tends to maintain a contented and optimistic frame of mind. We believe in certain basic principles of human

behaviour and our history reveals a remarkable cultural richness. We are proud to be what we are and at the same time we have the humility to represent a beautiful facet of the totality of Indian life. We feel at once in tune with the spirit of the United Nations and with the varied activities of the UNESCO. We feel one with you and this Conference in thought, word and deed. This State will march ahead and contribute its mite to the programmes enumerated by this Conference. I assure you of our fullest co-operation. To play host to a Conference of this stature and eminence at short notice is by no means easy. Hyderabad has a reputation for hospitality and the Government of Andhra Pradesh also, I hope, have earned a good name as an impeccable host. Nevertheless, I am conscious of the possible deficiencies in the arrangements we have been able to make and the possible inconvenience that you may have to face as a result thereof. I sincerely express my apologies in advance for all such shortcomings. However, I am sure that even the inconvenience will eventually spur you to a more active performance during your deliberations in the Conference. I once again most heartily welcome you all".

#### INAUGURAL ADDRESS

Shri K. Brahmananda Reddi, Chief Minister, Andhra Pradesh, inaugurated the Conference. Delivering his inaugural address, Shri Reddi said :

"I am grateful to the Union Minister for Education for having done me the honour of inviting me to inaugurate the Ninth Conference of the Indian National Commission for Cooperation with UNESCO. It is significant that the Indian



National Commission for Cooperation with UNESCO, which normally meets in New Delhi, should have chosen the historic and cosmopolitan city of Hyderabad as the venue for its Ninth Conference. In this connection, I may add that there is additional significance in the fact, that this Ninth Conference of the Indian National Commission meets during the International Education Year. As all of you are aware, the General Assembly of the United Nations, in a resolution adopted on the 17th of December 1968, designated the year 1970 as the International Education Year. In this resolution, the programme of action which the UNESCO General Conference of 1968 outlined for the International Education Year, was approved by the United Nations and recommended to all its Member States. In a special message, the Secretary-General of the United Nations appealed to the Member States to take stock of the situation in regard to Education and Training in each country and to plan, initiate or stimulate action and studies linked to the objectives and theme of the International Education Year, particularly in the context of their preparation for the Second United Nations Development Decade which commences during this year, namely, 1970. As the principal agency for the implementation of this programme, the UNESCO was charged by the United Nations with this special responsibility. The UNESCO, in its turn, has naturally delegated this supremely important task to the National Commission of each Member State. It is quite obvious that the detailed planning of action for the development of Education, Information, Science and Culture for each country, can be best done by its own specialized agencies and the responsibility of the World Body

can at best be limited to the formulation of the concepts, exchange of experiences and spelling out of broad guidelines”.

Referring to the achievements during the first Development Decade, Shri Reddi observed :

“I just now mentioned that the year 1970 has been chosen as the International Education Year, because it coincides with the end of the First Development Decade of the United Nations. It is quite pertinent to ask what is the main feature of the First United Nations’ Development Decade which has just now ended, as we are now on the threshold of the Second United Nations’ Development Decade. A recent Press Note put out by the United Nations indicates that even though the world on the whole is making progress in increasing the output of goods and services, nevertheless, the outlook is still very bleak for most of the developing nations of the World. To give a concrete illustration of this fact, one has to turn to the United Nations Statistical Year Book of 1969 which shows that, while in 11 developed countries in the world, the gross domestic product (output of goods and services) exceeded 2,000 American Dollars for each person per year, it was less than 350 Dollars for each person per annum in about 100 other countries of the world. From this it is clear that economic gains continue to be most unevenly distributed in the world. The lesson is obvious that if the world is to achieve a more egalitarian structure, it is most essential that education, which is probably the most important single factor in the development of human resources, has to get the pride of place in all socio-economic planning. If a proper strategy for the Second U.N. Decade of

Development is to be evolved, it is necessary that the members of the United Nations must reach a consensus on this issue so that, a major declaration of policy in regard to the integrated development of the developing countries of the world can be announced at least by October of this year when the United Nations will be celebrating its Silver Jubilee. It was this aspect of the problem which the Director General of the UNESCO emphasized earlier this year, when he declared the International Education Year open. He said that the great crisis of education have always coincided with profound changes in society and in civilization. The Director General said that we are approaching one of those moments in history and that the need for human models, both for society and for the individual, is making itself felt almost everywhere. While inventions of complexity are beyond the power of education alone, there is no doubt that without education they would be quite impossible of achievement. The truth of this statement in regard to developing countries like ours can hardly be over-emphasised."

Speaking about programmes for the International Education Year, Shri Reddi said:

"It is in the spirit of this message that the Indian programme for the International Education Year has been drawn up by our National Commission. Quite apart from the very valuable work that the Commission has already done over the last two decades, among which I must in particular mention the very valuable work done by it during the Gandhi Centenary Year, the programme drawn up by the Commission for the International Education Year is particularly impressive and reflects not

only the major objectives enunciated by the United Nations Resolution but also the important concerns given expression to, by the Director General, in his message for the International Education Year. The formal inauguration of the International Education Year is to be done on Saturday, the 18th of this month, in a large number of meetings throughout the country. We have also made suitable preparations to inaugurate the International Education Year in the State of Andhra Pradesh and I have no doubt that a suitable and continuous programme centred around the theme "Education in the Seventies" will be drawn up in conformity with the national pattern. The programme drawn up by the Indian National Commission not only seeks to augment and strengthen the existing programmes for the development of Education, but it will also shape certain other concrete activities which would be taken up, highlighted or given special emphasis in the context of the International Education Year. It is significant that the five All India Seminars envisaged by the National Commission, relate to the five crucial areas of Education in our country, namely :

- (1) Mass media in Education with special reference to Television, Films and Radio including the Open University,
- (2) Technical Education,
- (3) Culture and Education,
- (4) Primary and Work-Oriented Education, and
- (5) Adult Education.

I am hoping that the National Seminar on "Education in the Seventies" which is to follow these five Seminars in important regional centres, will make

a penetrating analysis of the problems of Education in this country, in the context of the existing socio-economic constraints and provide the Educational Planners and Administrators in this country with a practicable blueprint for implementation. These should include necessarily the universalisation of Primary Education in all parts of the country, so as to achieve the objective enunciated in Article 45 of the Constitution. With a view to providing equality of opportunity in education, special attention will have to be paid to the Education of Girls and weaker sections of the community such as Scheduled Castes and Tribes and Landless Labour. It is on the effective implementation of qualitative Primary Education that a major problem like Adult Illiteracy also hinges. Unless Primary Education is qualitatively so developed as to stop effectively not only wastage and stagnation but also the addition of further illiterates to the vast numbers already existing, we would not have really succeeded in any kind of worthwhile educational reconstruction. The Secondary and Tertiary stages of Education are also equally important. Secondary Education will have to be vocationalised considerably if we are to arrest the present rush for higher education in our colleges and universities. These are some of the major problems in Education for all the States in the Indian Union and I do hope that the comprehensive programme of action drawn up by the Indian National Commission will lead to the revitalisation of our educational programmes and policies.

I have now great pleasure in inaugurating the Ninth Conference of the Indian National Commission for Co-operation with UNESCO and wishing its two-day deliberations here all success".

## PRESIDENTIAL ADDRESS

Prof V. K. R. V. Rao, Union Minister of Education and Youth Services then delivered his address as President of the Commission. He said :

"On behalf of the Ministry of Education and Youth Services it is my proud privilege and pleasure this morning to join my friends and colleagues, the Chief Minister and Education Minister of Andhra Pradesh, in extending a welcome to all the distinguished persons who have been kind to come all the way to Hyderabad to attend this Conference. It was indeed very kind of the Government of Andhra Pradesh to have agreed to play host to this Conference and to have enabled us to meet in this beautiful city which is centrally situated and readily accessible and where the North and the South merge and coalesce to make it symbolic of the integrated pattern of Indian life and its composite culture. On behalf of the Members of the Commission and myself, therefore, I express my grateful thanks to the Government of Andhra Pradesh and its Chief Minister and Education Minister for giving us all facilities to hold this conference and for the excellent arrangements that they have made which, I am sure, will contribute materially to the success of our deliberations. The Education Minister of Andhra Pradesh expressed some modest doubts about the efficiency of his hospitality and arrangements. But those of us who have come to Hyderabad from time to time and enjoyed its hospitality know very well that there are few places in the country which can match this city in the hospitality it offers to its guests. I may assure the delegates in advance that they will have no reason to doubt any shortcomings in the

hospitality that they will be getting. In fact they will develop expectations about other places which they will not be able to fulfil.

The Indian National Commission for Cooperation with UNESCO was established in 1949. During this year it has completed 21 years of its existence and may be said to have come of age. It ordinarily meets once in two years, four or five months before the General Conference of UNESCO is held and this, as you are aware, is its Ninth Conference. As in the past, the Conference has a varied and important Agenda and, in the two days that we are here, I look forward to fruitful and interesting discussions thereon. The decisions that you may take will shape the working of the National Commission for the next two years and will also lay down the broad lines of future development of its policies and programmes. Your discussions will also enable the Government of India to indicate the guidelines for its delegation to the UNESCO General Conference which will commence in Paris on 12th of October next. I am, therefore, very happy that so many distinguished members of the Commission are present here to help us with their counsel and advice.

In this Presidential address, I propose to deal briefly with three main issues: (1) the role and programmes of UNESCO, (2) the work of the Indian National Commission, especially in relation to UNESCO, and (3) some of the major programmes to which we will have to give our attention during the next two years."

#### **The Role and Programme of Unesco :**

"UNESCO is an important Member of the United Nations family and its objectives are the same

as those of the United Nations, namely, to establish a live world society based on understanding, goodwill, economic and social equality and world peace. If the United Nations functions on the political plane, UNESCO functions on the educational, scientific and cultural planes and strives for the same ends. This complementarity of functions is important, because the problems of peace and development cannot be reduced merely to political, military or economic terms but have important moral and spiritual aspects which are no less vital. In this context, I would like to invite your attention to Article 1 of the Constitution of UNESCO, which declares that the purpose of the Organisation is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed by the Charter of the United Nations, for all the peoples of the World without distinction of race, sex, language or religion. That is why Pandit Jawaharlal Nehru, speaking about UNESCO at the Conference of this Commission held in 1954, said : 'UNESCO represents something of very great value. One may criticise it that it has not done enough here or there, and perhaps that criticism may be justified some times, but the fact remains that it is a basic organisation aiming at something of the highest importance to humanity. It is a field of work where controversy is really very limited and therefore the opportunity for cooperation is much greater.'

UNESCO strives to realise its objectives in a variety of ways. In the field of international intellectual



cooperation, it acts through international non-governmental organisations, which are subsidized, through major conferences on different themes, through Advisory Committees dealing with subjects as different as school curricula, adult education, research on natural resources, ecological problems, earthquake engineering, standardization of documentation and the studies of different cultures and civilisations. UNESCO also publishes the results of these discussions in English, French, Russian and Spanish”.

Reverting to Unesco's programmes, Prof. Rao said : “In the field of what may be called ‘operational action in the service of development’, UNESCO has secured the cooperation of the world's educators, scientists and publicists, in the execution of its programmes. It has also secured the warm support of the developing countries for its forward looking programmes. Equally important are UNESCO activities to promote the spirit of international understanding and co-operation. In 1953 UNESCO initiated the Associated Schools Project with the aim of helping pupils to acquire a better knowledge of countries other than their own, as well as respect for Fundamental Human Freedoms and Human Rights. By travel grants to workers in the field of Social Education and Youth Welfare as well as to Trade Union Workers, UNESCO promotes international exchanges which help peoples of different countries to come together overcome barriers—both mental and physical—and get to know one another's civilisation ideals and way of life and thereby appreciate the strength of the common ties that bind all humanity.

In 1951, UNESCO established a Commission for preparing an International History of the Scientific and Cultural Development of Mankind. This history, whose eight volumes have since been published, has been acclaimed as a unique venture since it tries to represent the cultural, scientific and spiritual development of all civilizations from a universal point of view without bias towards any particular country or civilization. UNESCO has also promoted international campaigns for development of museums and monuments. It gives technical advice on the restoration and preservation of art objects and monuments and arranges for the training of specialised personnel for this purpose. It is now giving us valuable assistance for the renovation of the ancient temples in South India. In this context we can never forget UNESCO's most spectacular project launched in 1960 at the request of the United Arab Republic, to save the monuments of Nubia from being submerged by the waters of the Nile upon completion of the Aswan Dam. The Government of India, I am proud, has also participated in the International Campaign to save the monuments of Nubia. India is giving Rs. 28 lakhs in the form of service, stores and equipment of Indian origin as our contribution for the Nubian Campaign".

Expressing his anxiety about the threat to cultural monuments by the War, Prof. Rao said :

"I should like to voice the concern on your behalf as President of the Indian National Commission for Cooperation with UNESCO about the dangers that threaten at the moment the most valuable heritages of the countries. I refer to the great monuments of Angkor Vat--representative of the most

ancient civilization; unfortunately it is caught up in the arena of warfare. I should like to send out from this forum my appeal as President of the Indian National Commission for cooperation with UNESCO, to those who are taking part in this struggle. While we have no opinion to express on the rightness or wrongness of the conflict that is going on, we are concerned as world citizens that the great objects of world art and world monuments are preserved for the benefit of humanity for all times to come. I hope the appeal will reach those for whom it is intended; it is for the warring parties to see that whatever the military reasons that may be involved, the great and ancient monuments of Angkor Vat remain undisturbed and to prevent the clouds—and more than the clouds, the rains that come from the clouds in the form of bombs, from mutilating or destroying these monuments”.

Referring to the changes in the UNESCO's policies, he observed :

“I must also make a reference to two major changes which have gradually taken place in the policies of UNESCO. The first is the increasing emphasis that UNESCO has come to place on the areas of development in Asia, Africa and Latin America. This is partly due to the change in the membership of UNESCO which now consists largely of the developing countries, and partly to the realisation that education, science and technology, culture and mass media, which constitute the field of UNESCO's activities, are basic instruments which lie at the very heart of all development. Problems such as adult literacy, school education, teacher training, adaptation of curricula, techniques

involving the use of film, radio and television, and programmed instruction through controlled experiments in teaching, are all receiving increasing attention from UNESCO in the last decade. At the 13th General Conference, UNESCO approved an experimental programme for the eradication of illiteracy in certain selected countries. The same General Conference also decided to devote a substantial part of UNESCO's resources for the promotion of science and technology in the developing countries and these programmes were reaffirmed at the 14th and 15th General Conferences held in 1966 and 1968. We can take pride that these fundamental changes in the policy and direction of UNESCO are due, in part at least, to India's efforts as a member, and often the leader, of a group which has championed the cause of the developing countries in UNESCO.

While nothing can detract from the basic value of the achievements of UNESCO during the last two decades, we must realise that the resources available to UNESCO are comparatively of a very limited order and that the fundamental tasks entrusted to it in the interest of human welfare require far larger resources than what seem to be possible at present. It is therefore necessary that UNESCO should deploy all available resources to the maximum effect. At the last General Conference held in 1968, the Indian delegation pointed out that the mounting cost of administration is disconcerting and that thorough examination and review of the administrative machinery, both at the headquarters and in the field, should result in substantial economies and in greater efficiency. Our delegation also pointed out that there is a feeling that UNESCO action is costly and slow and that

there is need to decentralize the operational machinery. This is a point which we will continue to press at the UNESCO meetings”.

### **The Work of the Indian National Commission in relation to Unesco**

“I now turn to the next theme that I would like to discuss, namely, the work of the Indian National Commission, especially in its relationships with UNESCO.

To the significant goals which UNESCO seeks there is but one path : the joint effort by all the countries to which they should bring, not a drabness of conformity or uniformity, but the fullness of their rich diversity. That is why the National Commissions play an important role in UNESCO's Constitution. It is through the co-operation of the National Commissions with UNESCO and with one another and through their close association with official and non-official agencies that the programmes of UNESCO can be disseminated among the peoples of the world. It will not be too much to say, therefore, that UNESCO is effective only if the National Commissions are really effective.

India is proud to have been one of the founder members of UNESCO in 1946 and the Indian National Commission can also be proud of its memorable record of participation in UNESCO's activities. It has developed an effective programme of disseminating information about UNESCO, United Nations and other specialised agencies. It has persuaded UNESCO to translate a large number of books from Indian languages into English and other languages; and due largely to its efforts, several European

classics have also been translated into the languages of India. It is also publishing the *Courier*, UNESCO's international magazine, in both Hindi and Tamil. The Commission has participated actively in UNESCO's Major Project for the Mutual Appreciation of Eastern and Western Cultural Values which was initiated in 1956 and which has since been replaced by a series of projects on the studies and civilizations of different countries of the world. The Commission has also been able to organize 96 UNESCO Information Centres and Clubs in different parts of the country which are participating in its activities and to evolve a Programme of Education for International Understanding in about 700 schools and teacher training institutions.

In this connection, I would like to make a suggestion that we should devise some method by which Members of the Commission, who are resident in any one of the areas within which the UNESCO Clubs are functioning, may be persuaded to take a special interest in the UNESCO Clubs and the UNESCO Clubs should be able to call upon the services and the guidance of the Members of the Commission who are resident in their areas.

Due largely to the efforts of the Commission, India has received and continues to receive, considerable assistance from UNESCO under its Regular Programmes and under the Technical Assistance and Special Fund Programmes of the U. N. which are canalised through UNESCO. This assistance has been largely in the form of services of foreign experts, supply of equipment which cannot be fabricated in this country, and fellowships to enable Indian scholars and research workers to study abroad. It has helped us to build up departments

of advanced research in our universities and establish engineering and technological institutions as well as centres of post-graduate training in engineering and technology. The Indian Institute of Technology in Bombay has been built up with assistance from the USSR and UNESCO. The Centres of Advanced Study which we are developing in our Universities have also received considerable help from UNESCO.

We are specially grateful to UNESCO for the assistance it has given us in promoting the observance of Mahatma Gandhi's Birth Centenary all over the world. The 15th General Conference of the Organization held in Paris in October-November 1968 passed unanimously and with applause the resolution moved by the Indian delegation inviting Member States, International non-governmental organisations and peace research institutes to observe the Gandhi Centenary Year by arranging conferences and symposia, by publishing selected writings of Mahatma Gandhi in their own languages and by participating in the International Gandhi Darshan Exhibition held in New Delhi from October 1969 to February 1970. The same resolution authorised the Director-General of UNESCO to organise an International Symposium on the theme "Truth and Non-violence in Gandhi's Humanism" in Paris in the Autumn of 1969. As you are aware, there has been very extensive and memorable participation by many countries in the observance of the Gandhi Centenary, a report on which has been included in your agenda. The Symposium in Paris made an integrated analysis of three main concepts, *i.e.*, non-violence, truth and humanism in the life and thought of Mahatma Gandhi and evaluated Gandhiji's contribution in

realising these concepts in his own life and the extent to which these concepts, in the form presented by him, are relevant to the modern world. The Indian National Commission for UNESCO is bringing out the Report of this International Symposium and shall present it to the forthcoming General Conference of UNESCO".

### **Development of Future Programme and Work**

"I shall now turn to my last theme for discussion, namely, some important programmes which we should strive to develop over the next two years. Needless to say, we shall strive to intensify the regular programmes of the Commission such as dissemination of information about UNESCO and the United Nations, contributing personnel to the programmes of UNESCO and other members of the U.N. Family, securing assistance from UNESCO, UNDP and Special Fund for significant programmes in education, science and technology, culture, or mass media and participation in UNESCO's programmes and activities. These need no discussion. But what I propose to refer are a few special programmes for the next two years about which we must start thinking and planning right from now.

The *first* of these is the *International Education Year*. As you are aware, the United Nations have designated 1970, the first year of the Second development Decade as the International Education Year. We have welcomed this decision and propose to utilise it fully to create a keener awareness of the significance of education in the public mind and to strengthen our programmes of educational development both qualitative and quantitative. A Central Committee has drawn up a detailed programme which has been included in your Agenda.



Arrangements to implement it have been completed and the programme will be launched, on 18th of July, when meetings will be held all over the country. The President of India himself will be inaugurating the International Education Year in a special meeting convened in Delhi on that day. We have already addressed letters on the subject to State Governments, local authorities, universities, other educational and cultural institutions, teacher organizations etc., and I take this opportunity to appeal to all of them to participate enthusiastically in the programme and to make it a success. May I also place on record my very warm thanks to the Chief Minister of Andhra Pradesh for his inaugural address and his observations about the International Education Year. I hope this particular matter will be followed by all the other States in this country and in the International Education Year I hope they will think about the consequences of the education as a process of development and give impetus to do something about it.

"The *second* important programme I propose to pursue is to convene an *International Sanskrit Conference* some time in the winter of 1971. As you are aware, Sanskrit is a great classical language which is being studied in most countries of the world and it will be extremely worthwhile to organise an International Sanskrit Conference in India to highlight the richness of culture and humanism enshrined in Sanskrit literature. I want to take this opportunity of once again repeating what I have said on many other platforms that Sanskrit is not merely a language of the Hindu community in this country but is known as the world language of culture and civilisation. And it is a language which is studied not only in this country but in

many, many parts of the world. As a matter of fact, the last Sanskrit Day which we inaugurated last year was held in Kerala under the direct auspices and encouragement of the Education Minister of Kerala, Mr. Mohd. Koya and as far as his party is concerned, he represented the Muslim League. So, Sanskrit is not a language of the God, it may be a language of the Gods. One does not know how many Gods there are. It is a language which lies at the roots of the Indian culture. Therefore, I think it is important to pin-point attention to the cosmopolitan character, to the non-denominational character of Sanskrit and also bring out the great progressive elements of humanism, fraternity, compassion, truth, non-violence and all the other things—moral and ethical values which are enshrined in writings in the Sanskrit language. Very often people think that Sanskrit is a language of orthodoxy and a language of obscurantism. But it is very important for us to draw the attention of the whole world to the rich human contribution of the *manasa shakti* and *manasa bhakti* of Sanskrit and that is the major reason why this conference is proposed to be held some time in the winter of 1971. This will also help to promote international understanding and brotherhood. A Committee of experts has been set up by the Kendriya Sanskrit Parishad to work out the details and programmes of this Conference; and as soon as it is ready we propose to approach UNESCO to hold this Conference under its auspices and to provide the necessary financial assistance especially for meeting international travel costs of foreign delegates to the Conference. I would like the Commission to support this important programme so that we could move an appropriate Resolution thereon in the next General Conference.

The *third* programme I would like to emphasise is the need to *develop closer ties with other developing countries especially those of the Asian region*. There are several opportunities for this, which, in my opinion, have not been fully exploited so far. For instance, we could build up a more continuous and intimate programme with the National Commissions in the Asian region. The Social Science Centre which UNESCO has helped us to establish in Delhi could build up better working links with other Asian countries by arranging for mutual exchange of scholars. The Indian Council of Social Science Research can also help in this. Personally, I am very anxious that an attempt should be made to get the representatives together on the cultural plane. This part of the world contains a great deal of the cultural heritage of mankind. I think it is very important that Asian cultures which have pervaded all the world should be further built up and steps should be taken for their preservation. I hope sometime next year we shall try to arrange a meeting of all the Ministers of culture in the Asian region for the purpose of looking into possibilities of regional cultural co-operation. As a part of the International Education Year Programme, a number of fellowships have been instituted in the Centres of Advanced Study in Universities for students from other countries, especially for countries in Asia and Africa. The Archaeological Survey of India provides one more opportunity for co-operation and so does the International Committee on Museums whose Asian Regional Office has been located in Delhi much to our satisfaction. The follow-up of the CASTASIA Conference is yet another avenue. I think a time has come, as I said earlier, when we should explore the possibilities of building closer ties and more active

working relations with the neighbouring countries in the fields of education, culture, science and technology. This would be a great asset to us from every point of view and would further the programme for which UNESCO stands. I would request the Conference to examine this problem and make its proposals for action.

The *fourth* programme I would like to emphasize is the need for UNESCO to expand its activities to produce valuable fundamental literature from the universal point of view. For instance UNESCO should be persuaded to publish an encyclopaedia of culture, with emphasis on the social sciences. At present, encyclopaedias, like histories, have a national bias which needs to be corrected and there is urgent need for a new compilation which will examine the problems concerned from a universal point of view. The history of scientific development, and particularly the contribution of an ancient civilisation like that of India to the evolution of scientific thought has not yet received adequate attention and this is yet another field for useful UNESCO activity. I emphasise the help we are getting to-day. I think the National Commission should start building up its role in this field of activities and I am suggesting to the UNESCO the need for preparing a history of India's contribution to scientific thought. I think it is an extremely important matter. The world is not aware of the contribution India made to science and technology. Very often the thesis has been put forward that Indians are non-scientific and non-technological and are only philosophic and spiritual minded. This is not so. We do know that India materially contributed to science and technology. If we can

bring out what we have done, it may be of help to us in a small way in doing something more at the present moment. What I would like to emphasise in short is that the valuable work UNESCO has done in the field of history or proper understanding of the racial concepts has to be extended to several other fields; and this is what we must press and help it to do. From our own national point of view, we have to persuade UNESCO to assist two more related programmes. It is not enough to produce new and valuable literature only in English or in the other working languages of UNESCO. We should have it translated and reproduced in Hindi and in as many other Indian languages as possible. Besides, we will have to build up a large programme of public libraries to take this literature to the people a programme of libraries in all district centres and with special emphasis on rural areas. We must strive our best to persuade UNESCO to assist us in the development of these programmes as a priority item in its tasks for the Second Development Decade."

Concluding his address, Prof. Rao said :

"I have already referred to some of the important things to which I want to invite your attention in the course of your deliberations. I will not take any more of your time. This Conference is a landmark in the history of the development of UNESCO programmes in our country. I will once again express my gratitude to the Government of Andhra Pradesh and the Chief and Education Ministers, Andhra Pradesh, for their hospitality and cooperation and take your leave."

## SECRETARY GENERAL'S REPORT

Shri S. Chakravarti, Union Education Secretary in his capacity as the Secretary General of the Indian National Commission for UNESCO, then presented his Report on the Work and Programme of the Commission for the three-year period 1967-70. He expressed the hope that the Conference in its general discussion on the Report at the Plenary Session would make suggestions regarding the future lines of action for the Commission's Work Programme. As the printed report had been circulated, he referred only to a few salient points. He said :

"For strengthening the administration some changes were introduced in the National Commission's Constitution. *Firstly* under the old Constitution, Institutions could only become Associate Members. They could participate in the Conference but were not entitled to vote. This is rather an invidious distinction between the individual and institutional Members and that has now been done away with. The Institutional Members have now been given voting rights.

*Secondly*, under the old Constitution the entire Commission had to meet once a year. But in fact it never did so. We had had only eight Conferences in 20 years. Under the new Constitution, the Commission can meet once in two years some time before the General Conference of UNESCO and the Sub-Commissions have been given the authority to meet separately and as often as necessary but not less than once a year. This will make the functioning of the Commission more economical and more effective.

*Thirdly*, the term of Institutional Membership which was indefinite in the old rules has now been

fixed at 4 years. Keeping in view all these changes and to strengthen the Secretariat, the UNESCO Unit of the Ministry has been raised to the status of a Division and placed in charge of a Deputy Secretary. I am sure, the Members will welcome these changes”.

Referring to the important UNESCO Projects under implementation by the Commission, Shri Chakravarti said :

“The first is the UNESCO Project on the Study of Civilizations of Central Asia which includes, besides India, Afghanistan, Iran, Pakistan and Central Asian Republics of U.S.S.R. For this project, we have set up a National Advisory Committee on Central Asian Studies and under its guidance several activities have been taken up in the fields of Archaeology and history of Central Asia during the Kushan period, Timurid art, development of science, and history of literary currents in Central Asia and history of ideas and philosophy in the same region.

Recently, we have taken up a study of Buddhist Arts, also on behalf of UNESCO, and we are co-ordinating the studies in the fields of history of ideas and philosophy in Central Asia. A preliminary study report on this subject has been completed and also sent to UNESCO.

Another important Project of the Commission is the Associated Schools Project of Education for International Understanding. The aim of this project is to reorient the established system of education and to inspire the young children, who are citizens of tomorrow, to learn and have appreciation and sympathy for the cultures of other countries as well

as respect for human rights and fundamental freedoms and also to learn about the activities of the United Nations system including UNESCO. At present about 700 Schools and Teacher Training Colleges are participating in the Programme and we propose to raise the number of educational institutions to 1,000. Simultaneously, the programme is proposed to be strengthened.

Since 1967, Indian National Commission has been participating in a UNESCO projection study and research in social and Human Sciences".

Speaking about the programmes for popularisation of UNESCO's aims and objectives, Shri Chakravarti said :

"One of the important objectives of the Commission is to project the image of UNESCO in India and to disseminate information about UNESCO with special emphasis on its programmes for problems of peace and International Understanding. We are distributing a large number of UNESCO publications including books, periodicals and reports. We are publishing 'UNESCO Courier' and printing 'The Monthly Newsletter' and 'The World in the Classroom'.

"Equally significant in this context is the establishment and development of UNESCO centres and clubs which have enabled the Commission to enlist the voluntary organisations, educational institutions and universities to function as centres of Information about the activities of UNESCO. At present 96 centres and clubs have been established in different parts of the country. Our view is,



these clubs and centres, apart from their working for peace and international understanding, should also take up action programmes useful to their local communities in the field of education, science and culture."

Continuing the presentation of the Report, he said :

"I will not take your time with the programmes and proposals for the next two years because these have already been high-lighted in the Presidential Address. I will further refer to one point. This Conference of the Indian National Commission is being held for advancing suggestions for the 16th General Conference of UNESCO which will be held in Paris from the 12th October, 1970. For the UNESCO General Conference, the Director General has drawn up a programme to be implemented during the next two years and especially an integrated plan of action for 1971-72. The document on the budget and programme circulated to you forms the principal—the most crucial item on the Agenda. Indeed its significance is enhanced by the fact that this year is the beginning of the Second Development Decade. It is our common task to see that the Second Development Decade achieves a higher level of purpose than the first. But at the ground level it is the UNESCO that drafts the Budget which determines the tempo and progress for the two years to come. It is our purpose and reaction to this paper that will determine the future direction of UNESCO's work in the developing countries. We may perhaps undertake immediately a study in detail of this document. Within the limited time at your disposal, we would welcome your general observations on the budget and the programme".

Concluding his speech, Shri Chakravarti said :

"I would like to take this opportunity to express my thanks to the Governmental and non-governmental organisations associated with the Commission. Without their support and willing cooperation, the National Commission cannot perform the role assigned to it by its constitution. It is our hope that this cooperation will further be strengthened and the Commission will play an increasingly useful role in giving meaning and purpose to our collaborative work with the UNESCO in the cause of development and peace."

#### VOTE OF THANKS

The Vote of thanks was proposed by Dr. Mohan Singh Mehta. He said :

"On behalf of the delegates assembled here, I like to express our deep sense of gratitude to the Government of Andhra Pradesh for having invited this Ninth Conference of Indian National Commission for Cooperation with UNESCO to Hyderabad. This kind of Conference would be a very useful one apart from the very important point referred to by Shri Chakravarti. If you take thoughtful decisions and prepare yourself for action on three items of Agenda i.e., items 12, 13 and 14, it would mean that we have done a very important and significant work in this Conference. There are scores of National Conferences in this country. Many of them are rendering a very important service to the progress and development of the country. I think this Indian National Commission for Cooperation with UNESCO has its own unique significance. You collect here in this body a few but very important people who are devoted scholars of culture,

who are educationists and who are promoting the cultivation of science in our society.

Now to-day our country, as compared to other countries, has got to go a long way in order to take its proper place in the family of nations. We have very serious problems and these people who are engaged in the fields of education, science and culture have a great responsibility. And this Commission has a double task—the first relating to the extent that it can bring the influence of the ideals and aspirations of UNESCO to bear on the proceedings of the U. N. Security Council. We have a recent responsibility, that of carrying the message of UNESCO to a large number, and as many sections of the people as possible. The task is immense and the Indian National Commission should continue its progressive action which is of immense importance. Whatever may be our political and social and religious views, we should all contribute whatever we can to the support of UNESCO. The Indian National Commission has this very important duty, that of using education and science to develop our country and to reduce poverty and ignorance, improve the health of our people and to develop an integrated culture.

I personally come to these meetings with hope and conviction. Therefore, I feel we owe our thanks to our hosts. The Chief Minister has fortunately come here to inaugurate the session of the 9th Conference and his speech will also be a guidance for our deliberations in these two days. So, to the Government of Andhra Pradesh, the Chief Minister, the Education Minister and the numerous people who are assisting the Education Minister and his Director of Education to make the stay of the

delegates comfortable, I like to express my thanks and the thanks of all the fellow delegates who have come here. With the very good start we have made, with the excellent speech which we have heard from the Education Minister who is an Educationist and Social Scientist first and a politician afterwards, we have started on a very good wicket, and I hope this conference may be memorable in the results of its deliberations during these two days."

With the vote of thanks, the inaugural session came to a close.



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## CHAPTER II

### FIRST PLENARY SESSION

The First Plenary Session of the Ninth Conference of the Indian National Commission for Co-operation with UNESCO was held at 11.45 AM on Tuesday the 14th July 1970 under the chairmanship of Prof. V. K. R. V. Rao, Union Minister of Education and Youth Services. After lunch the session was presided over by Shri P. V. Narasimha Rao, Education Minister of Andhra Pradesh.

#### **Homage to the Memory of Departed Members**

At the beginning of the session, the Chairman moved the following resolutions of condolence on the passing away of ex-Members of the Commission. The resolutions were passed unanimously :—

1. "The Indian National Commission, recalling the dedicated services of the late Dr. Zakir Husain as a statesman, humanist and educationist, particularly to the UNESCO and India in his capacity as member of the UNESCO Executive Board and delegate to the General Conference, pays its tribute and homage to his memory."
2. "The Indian National Commission, recalling the memorable services of the late Prof. Humayun Kabir as educationist, historian and humanist and his close association with UNESCO and National Commission in the early days of both, pays its tribute and homage to his memory."
3. "The Indian National Commission places on record its grateful appreciation of the valuable

services rendered by Prof. D. C. Sharma and Prof. D. N. Wadia, former members of the Commission who have since passed away and pays tribute and homage to their memory”.

Thereafter the agenda for the Conference was taken up item by item. The Plenary session was to consider those items of the Agenda which do not fall within the purview of any of the five Sub-Commissions viz., items No. 1, 2, 3, 9, 11 and 12 of the Agenda and item No. 6 of the Supplementary Agenda. Before taking up these items, each member of the Commission got up in his seat and introduced himself.

**Item 1: Election of Chairman, Vice-Chairman, Rapporteur of the Education, Natural Sciences, Social Sciences, Cultural Activities and Humanities and Mass Communication Sub-Commissions.**

It was decided to remit this item of the Agenda to all the five Sub-Commissions which met later in the afternoon.

**Item 2: To receive and consider the report on the work and programme of the Indian National Commission for Cooperation with Unesco (1967—1970).**

There was a general discussion on the work and programme of the Commission as presented in Secretary-General's report. It was decided that, instead of discussing each subject covered by the report, the broad discussion may cover all the general items so as to formulate a general consensus and a broad policy decision in regard to what should be the work for the Commission during the next two years. The discussion showed that special interest was manifested in a number of

schemes. These are the—Visit of UNESCO Team after the Koyana Earthquake. Arid Zones Research, implementation of the recommendations of Conference of Asian Ministers of Science & Technology held in New Delhi in 1968, UNESCO assistance for India; Indian delegation to the UNESCO General Conference; assistance by Indian National Commission to UNESCO Clubs and non-governmental organisations, dissemination of the aims and objects of UN in general and UNESCO in particular, popularization of the objectives of Human Rights; joint programmes for the Asian region; programme of Education for International Understanding; International Education Year; co-ordination and liaison with non-governmental organizations, involvement of the members of the Commission in the formulation of programmes, evaluation of the work of various non-governmental organizations of the Commission, India's image abroad, follow-up action for the Gandhi Centenary; Cooperation with Asian countries; admission of non-governmental organisations as institutional members of the Commission the Development Decade; youth problems; creation of a standing committee of the Commission; number of institutional members of the Commission; popularization of Indian editions of UNESCO Courier, etc., etc. The general emphasis was on strengthening the existing programmes in extent and depth and in using the Commission to a much larger extent as an agency for promotion of educational, scientific and cultural co-operation in the country.

The following items were formally adopted by the Conference :—

**Item No. 2.—To receive and consider the report on the work and programme of the Indian National Commission for Co-operation with Unesco (1967-1970).**

**Item No. 3.—To receive a report on the reconstitution of the Indian National Commission for Co-operation with UNESCO.**

**Item No. 9.—To receive a report on the work done by UNESCO Centres/Clubs established by the Commission.**

**Item No. 11.—To receive for information brief reports and Supplement on the activities of the non-governmental organisations which have been admitted as institutional members of the Commission.**

**Item No. 12.—To consider a proposal to hold the Sixth Regional Conference of Asian National Commissions for UNESCO in India.**

It was agreed that India should offer to host the 6th Regional Conference of Asian National Commissions for UNESCO in India.

**Next meeting of the Commission.**—Smt. Ranu Mookerjee, President, Academy of Fine Arts, Calcutta, extended an invitation for holding the next Conference of the Commission at Calcutta in the premises of the Academy. She promised to give full cooperation in this regard.

The Plenary Session, thereafter, came to a close and the Commission broke up to meet in five Sub-Commissions on Education, Natural Sciences, Social Sciences, Cultural Activities and Humanities, and Mass Communication.



### CHAPTER III

## SECOND PLENARY SESSION

The Second Plenary Session of the Ninth Conference of the Indian National Commission met under the chairmanship of Prof. V. K. R. V. Rao at 3.00 PM on 15th July 1970.

### Consensus of the First Plenary Session :

The following was the consensus of the first Plenary Session which was adopted at the final Plenary Session :—

“The Commission feels concerned over the fall in India’s image in UNESCO. We must make a determined and sustained bid to recapture it. Among other things, this will include the following measures :

- (a) India should not over-emphasize programmes of aid to itself. Rather, it should fight for the developing nations.
- (b) We should not apply to UNESCO for aid for small and numerous projects. The objective should be to seek aid in a big way for a few selected projects.
- (c) The Indian delegation to UNESCO should be fixed well in advance. It should be adequate in size—at least two persons for each Sub-Commission excluding the leader and the deputy-leader—who should be eminent persons able to find the necessary time. There should be adequate homework by the delegation, supported by all the needed secretarial assistance.

There should be few changes from one delegation to another.

- (d) In view of the follow-up of the CASTASIA proposals, the delegation for the next General Conference should have a strong component of scientists.
- (e) A permanent delegation to UNESCO should be established in Paris.

There should be adequate funds at the disposal of the Commission (which should include some foreign exchange as well) from which demands for small but essential grants are met at the national level itself. Broad criteria for the award of such grants should be laid down.

Before forwarding projects to UNESCO, all proposals received should be scrutinized, in accordance with the policies laid down. The President may be requested to consult an appropriate Committee to be set up by him before final decisions are taken.

While the changes made by the new Constitution are welcome, the following further steps seem to be called for :—

- (i) There should be a Steering Committee to assist the President in implementing and supervising the implementation of programmes.
- (ii) Projects of the Commission should be evaluated from time to time through visiting teams of experts.
- (iii) Regular annual meetings of the Commission should be convened after giving due notice to members and calling for their suggestions".

The President complimented members of all Sub-Commissions for the expeditious manner in which they had completed their work. Thereafter the Conference

decided to consider the reports of the various Sub-Commissions.

### **Report of the Education Sub-Commission :**

The report was presented by the Chairman of the Sub-Commission and, thereafter, the field was thrown open for discussion. The Commission discussed the report. The President made it clear that while the Commission might discuss and make recommendations about all aspects of education, the recommendations made by it will have to be processed in the usual way, and if necessary taken up with the official advisory bodies to the Ministry. Thereafter the Conference approved the recommendations made by the Sub-Commission in its report.

### **Report of the Natural Sciences Sub-Commission :**

The report of the Natural Sciences Sub-Commission was presented by its Vice-Chairman. While presenting the report, the Vice-Chairman of the Sub-Commission stated that the recommendations made by the Sub-Commission had not been cast in the form of official resolutions and requested the Secretariat of the Commission to recast them suitably.

In his remarks, Prof. V. K. R. V. Rao raised the question of the role of UNESCO in regard to the scientific education at the elementary stage. He said: "there has been a great deal of talk about scientific education at the elementary stage. I do not mean science in the technical sense of the term but "science" as a rational approach, the bringing in the scientific discipline, giving examples from science, so that we lay the foundation for what we may call a rational and enlightened attitude in the minds of the pupil..... This is something in which we are vitally interested and

I am sure, children all over the world are concerned. I wonder whether we should not ask UNESCO to start the programme. There might be an international seminar or regional seminar where there could be exchange of ideas". Thereafter the report was formally adopted by the full Commission.

### **Report of Social Sciences Sub-Commission :**

The report of the Social Sciences Sub-Commission was presented by its Chairman, Prof. M. V. Mathur. While presenting the report, the Chairman of the Sub-Commission suggested that a few important Social Sciences Associations like the Indian Economic Association, the Indian Political Science Association, The Indian Sociological Association might be represented in the deliberations of the Commission. On the suggestion of Prof. S. Nurul Hasan, it was decided to delete from the report of the Sub-Commission the recommendations concerning fellowship exchange programme for legislators. Prof. V. K. R. V. Rao suggested that UNESCO might consider the desirability of starting an international Institute for Social Scientists. He also drew the attention of the Conference to regional studies concerning the social structures and economic development in Asia being undertaken at the Institute of Economic Growth following the merger of the UNESCO Research Centre for Social and Economic Development in Southern Asia with the Institute and suggested that the professor-in-charge of the Research Centre might be invited to participate in the Conferences of the Commission. He suggested that the recommendations made by the Social Sciences Sub-Commission should be considered in conjunction with the work that the Institute of Economic Growth is doing and he sought the permission of the Conference to so draft a resolution for the UNESCO General Conference of establishing a

Training Centre for Social Sciences. The suggestion made by the President was accepted by the Conference.

Subject to the above observations, the report of the Sub-Commission was adopted unanimously by the Conference.

**Report of the Cultural Activities & Humanities Sub-Commission :**

The report was presented by the Chairman of the Sub-Commission and was discussed by the members. Minor clarifications were sought by the members and some amendments were proposed in the wording of the report. As a result of the discussion these modifications were accepted by the Commission and the report was amended accordingly, and it was decided that the Secretariat would redraft the relevant portion of the report suitably. The amended report was adopted unanimously by the Conference.

**Report of the Mass Communication Sub-Commission :**

The report was presented by the Chairman of the Sub-Commission. Minor clarifications were sought by some members and some amendments were proposed in the wording of the report. As a result of discussion, these modifications were accepted by the Commission and it was decided that the report may be amended by the Secretariat accordingly. The amended report was adopted unanimously by the Conference.

**Adoption of Resolutions :**

At the end of this session, the Commission passed the following resolutions, which were moved by the Secretary of the Commission :—

### RESOLUTION NO. 1

The Indian National Commission—

Places on record its appreciation of the valuable services rendered by Dr. Triguna Sen, its former President, and,

Extends to him its best wishes and felicitations.

### RESOLUTION NO. 2

The Indian National Commission—

*Appreciating* the valuable services rendered by Shri Prem Kirpal, in his capacity as the former Secretary-General of the Commission,

*Recalling* that he has been associated with UNESCO and the Indian National Commission from the formative stages of both.

*Noting* that his knowledge and counsel will continue to be available to the Commission as one of its members,

*Extends* to him its felicitations and good wishes.

### RESOLUTION NO. 3

The Indian National Commission—

*Places* on record its grateful appreciation of the valuable services rendered by the following former members of the Commission :—

1. Shri A. R. Dawood
2. Dr. S. S. Bhandarkar
3. Dr. S. R. Sen Gupta
4. Shri G. K. Chandiramani

5. Shri G. Ramachandran
6. Dr. A. L. Mudaliar
7. Shri K. G. Saiyidain
8. Dr. Bhai Jodh Singh
9. Dr. A. Lahiri
10. Dr. A. R. Gopal Ayenger
11. Dr. A. C. Joshi
12. Shri A. B. Chandiramani
13. Dr. S. Bhagwantam
14. Dr. Vikram Sarabhai
15. Dr. D. V. Bal
16. Prof. T. S. Sadasivam
17. Dr. K. K. Datta
18. Dr. D. K. Malhotra
19. Shri S. L. Poplai
20. Dr. J. F. Bulsara
21. Dr. J. N. Khosla
22. Shri K. R. Kripalani
23. Shri T. S. Krishnamurti
24. Dr. D. L. Mazumdar
25. Prof. A. R. Wadia
26. Dr. Inder Sen
27. Smt. Kamala Devi Chattopadhyay
28. Dr. Yusuf Hussain Khan
29. Shri R. Streenivasan
30. Prof. M. Mujeeb
31. Smt. Amrita Pritam
32. Shri A. D. Mani
33. Shri K. Subrahmanyam

### **Vote of Thanks to the Government of Andhra Pradesh**

Smt. Ranu Mookerjee proposed a vote of thanks on behalf of the Indian National Commission to the Government of Andhra Pradesh. The following resolution was proposed and adopted unanimously, and with applause :

### **RESOLUTION**

The National Commission—

*Appreciating* the excellent arrangements made by the Government of Andhra Pradesh for this Conference,

*Places* on record its grateful thanks to Chief Minister, the Education Minister, and the Government of Andhra Pradesh for the facilities they have so generously placed at the disposal of the Conference and for their hospitality.

### **Concluding Remarks by the President of the Commission :**

Winding up the Conference of the Commission, Prof. V. K. R. V. Rao, President of the Commission, observed as under :—

“I should like to begin by assuring the Members of the Commission that we shall try on our part to pay the most respectful attention to the recommendations that they have made. I hope the Government would be able to implement most of these recommendations. I would assure you that they would command my most respectful attention.”



Speaking about the meetings of the Sub-Commissions, he said :

"I think, if I remember the remarks made by Shri Chakravarti, our Secretary-General, that the Sub-Commissions should meet once a year and the Commission itself should meet once in two years. Now that is also a recommendation which has been made by the Sub-Commissions. So, we shall see that the Sub-Commissions will meet once in a year. I would also like to say that sometimes there is shortage of delegates in the Sub-Commissions' meetings. Therefore, we shall exercise the power already provided for in the Constitution that the 'President may direct the co-option of the additional members for any Sub-Commission for specialised purposes'. Once we know what are the subjects that we discuss, we may specially invite a number of people to attend the Sub-Commission's meetings and we may also exercise the option of having some observers, who can be permanent invitees to the meetings of the Sub-Commission."

Regarding the strengthening of the Secretariat of the Commission, I am afraid I cannot promise anything about it; but certainly with the resources that we have, we will do whatever is possible."

Commenting upon some of the recommendations made by the Cultural Activities Sub-Commission, Prof. Rao said :

"I would like to say something about the recommendations made for the holding of a seminar and the eventual establishment of a Regional Institute of Music, Dance and Drama. I presume that the seminar should be convened by UNESCO. This recommendation will be a part of our brief for

the UNESCO General Conference."

As regards recommendation for a "Museum of Man" for India, I take it that the recommendation is not for UNESCO, but it is for us. This is a subject which, as far as I am concerned, stimulates a great deal of interest. I take it that this 'Museum of Man' is not merely from the point of view of evolution of man, head aspect or nose aspect and so on, but the evolution of man in India presenting a cultural and a social picture; how man in India is working as a social being; how he developed in ethical, social and cultural and other aspects of life. I think it is a very good idea. I shall try and set up a small group and work out what it means and what are the actions that are involved in implementing this idea."

Speaking about the views expressed on the composition of the Indian delegation to the UNESCO General Conference, Prof. Rao observed :

"As for the question of our sending the delegation, we will try to send the best people. I have found that my recent acquaintance and knowledge of eminent people who have knowledge in science, culture or technology, does not inspire me; the concept of eminence differs from person to person for a particular thing. We will see that, to the extent we can, the selection of these delegations is not pressurised and extraneous considerations are not brought in."

Speaking about the recommendations made by the Education Sub-Commission, Prof. Rao observed :

"As for the idea of a conference of universities to discuss proposals for extension of the programme of Education for International Understanding to

the university level, I do not think we can call a special conference for this purpose. These Vice-Chancellors are also very busy people. I shall have an item included on the Agenda of the next conference of the Vice-Chancellors and we would prepare a paper and see that they should get interested in this matter as a subject of instruction in colleges and universities."

"Then the subject of workers' education has been mentioned. The reason why we have not been talking much about it is that it comes very much within I.L.O. Just as we have jurisdictional problems, there are jurisdictional problems with regard to international agencies also. Anyway this is a subject which must be considered and I am very much interested in workers' education; I shall have a discussion with my colleagues in Labour Ministry and if we want experience or anything from the international agencies we shall try to get it."

Commenting on the recommendations made by the Mass Communication Sub-Commission, he said :

"The suggestion made for the establishment of Regional Film Libraries is excellent for young people. With an accent on science and technology and sports films, we can encompass what we call neo-literate adults in adult education. We shall try and take it up; we do not have to go with a resolution; we can take it up at different levels."

"Next, I come to the need for international action to prevent the misuse of mass media for purposes of disharmony and conflict. To my mind, this is perhaps one of the most important recommendations which has emerged from this Conference. We have now means of communication that automatically

extend beyond the national frontiers. In the case of the newspaper, you can stop it if it carries all sorts of propaganda; you can ban its entry into your own country. But with regard to the radio commentator saying all sorts of things in broadcasts, there is hardly anything you could do to stop. It is very difficult. Mr. Mankekar is aware of the position as one of our leading journalists and that is why he has brought up this proposition. This is a very appropriate thing which could be raised in UNESCO and it is time this was taken up and it is not difficult for us to do it; the only thing is you have to get a proper briefing with really atrocious examples from broadcasts where all sorts of things are said which are intended to violate the dignity of man and bring about human strife and discord. I am sure there will be no difficulty in finding monitoring stations and the Indian Delegation could pointedly draw attention to this particular theme because we are getting into a state when we are not able to control—you cannot prevent the effect it has on children, women and all sorts of people who are not normally subject to such influences. I welcome that recommendation."

Concluding his observations, Prof. Rao thanked all members of the Conference and the Minister of Education of Andhra Pradesh. He said :

"Now I would like to thank all the members of the Conference and the Sub-Commissions. I should like to thank all of you for the expeditious manner in which you have conducted your proceedings, the entirely business-like manner in which you have carried on your discussions and the good recommendations that have been made. I shall try my best to see that the points which you have projected here are projected in Paris."

"I join all of you in thanking my friend, Shri Narasimha Rao, the Andhra Pradesh Education Minister. Apart from his hospitality he has been all the time with us; it is not difficult to give us food or give us hospitality, that only means money; money of course is not easy to come by, but he has all the time been with us and made his own contribution which means he is more than one of us. We hope to get his participation in the National Commission even when we meet outside the area of his own State. Thank you very much. The Conference now stands adjourned."



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## CHAPTER IV

### REPORTS OF SUB-COMMISSIONS AS APPROVED BY NATIONAL COMMISSION

#### (i) REPORT OF THE EDUCATION SUB- COMMISSION

##### **Item 1: Election of Chairman, Vice-Chairman and Rapporteur**

The following members were elected office-bearers :

Prof. S. Nurul Hasan . . . . .	Chairman
Sri R. D. Bhandare . . . . .	Vice-Chairman
Dr. S. Misra . . . . .	Rapporteur

##### **Item 4: To receive a report on the programme of Education for International Understanding launched by the Commission.**

The Sub-Commission recommends that the programme should be expanded all over the country in the various schools located in the different States including rural areas, tribal areas, and schools run by private agencies. Information regarding the types of schools selected for this programme may be supplied to the Sub-Commission at its next meeting.

The Sub-Commission further recommends that the programme of education for international understanding should be extended to Colleges and Universities. The representatives of Universities may be invited to propose the lines on which this programme can be extended to Universities and Colleges.

The Sub-Commission noted that many voluntary organisations were running educational programmes such as education of the adults, education of the workers and the like. The Sub-Commission is of the view that the programme of education for international understanding should be extended to these institutions as well, with suitable modifications.

**Item 14: To consider a proposal for holding in India of an International Conference on Education for Mankind.**

The Sub-Commission considered the proposals for holding an International Conference on Education for Mankind and resolved that this be recommended to the Government of India that such a conference be convened jointly by the Indian National Commission and the Indian Council for Cultural Relations, and that the Government of India should provide the necessary financial assistance. The Sub-Commission does not consider it necessary to approach the UNESCO for financial assistance for this purpose.

**Item 15: To consider the programme for the celebration of the year 1970 as International Education Year.**

The Sub-Commission endorses the 19-Point programme prepared for celebrating the International Education Year and recommends that these should be implemented expeditiously.

It is further recommended that the celebrations should be extended to the various fields organised by voluntary organisations and should also include workers' educational activities.

**Item 16: To consider the question of making appropriate arrangements for the celebration of 25th anniversary of the United Nations.**

The Sub-Commission endorses the programme chalked out for schools, colleges and universities and for public celebrations.

The Sub-Commission recommends that in accordance with Resolution No. 2455 of the UN General Assembly, special attention be paid to popularise the principles proclaimed in the Universal Declaration of Human Rights and in other Declarations on Human Rights through the curricula of primary and secondary schools. Accordingly, it is recommended that teachers' training colleges should have in their training programme adequate coverage in respect of U.N. Education for this purpose.

The Sub-Commission further recommends that suitable reading materials on United Nations and on Human Rights for school children should be made available in attractive forms.

The Sub-Commission also recommends to the appropriate authorities, such as the University Grants Commission, the National Council of Educational Research and Training and the Indian Council of Social Sciences Research, to sponsor study projects to ascertain as to what extent the Declaration on Human Rights is being accepted by the various sections of the Indian population.

It is further recommended that the above-mentioned programme be linked up with the follow-up extension of Mahatma Gandhi's Centenary Celebrations.



**Item 18 : To make suggestions in respect of resolution that the Government of India may move at the 16th Unesco General Conference.**

The Sub-Commission recommends that the following resolution may be sponsored by the Indian Delegation (after suitable modifications in form) at the forthcoming conference of the UNESCO—

In view of the fact that the need for expanding education and modern scientific knowledge is being felt in various countries, especially in the developing ones, it is desirable that :

- (1) There should be proper planning of education, application of modern techniques and technology to education and utilisation of mass communication media, such as radio, television, films, etc. to make education and knowledge available to the masses.
- (2) the Director General may be requested to take suitable steps :
  - (a) To persuade the International Radio Consultative Committee for allocation of more wave-frequencies to developing countries for educational purposes.
  - (b) To organise research in the production of radio, television and film programmes; to establish central and regional libraries of programme materials which may be given on loan to members; to organise collaboration between members for the production of standard programmes which they could make available to other member-States; and arrange for exchange of materials and technical personnel for the implementation of this programme.

- (c) To organise at a regional level high quality correspondence courses, especially for imparting science education.
- (d) To establish regional institutes for looking after the study and training of educational planners and administrators, especially for university and college education; to arrange for the application of modern management techniques to educational administration and the study and promotion of new educational technology.

**Item 20 : To consider the Draft Programme and Budget of Unesco for 1971-72 and to make suggestions regarding projects for inclusion in Unesco's programme for the biennium 1971-72.**

The Sub-Commission recommends that the Indian Delegation at the General Conference should stress that the overhead administrative expenditure of the UNESCO should be curtailed and there should be increased allocation of funds for projects of scientific and technological character to assist developing countries in their march towards progress and development.

The Sub-Commission further recommends that the President of the Indian Commission may kindly appoint a committee to examine the various projects submitted to the Commission by individual members, institutional members and Government agencies for being forwarded to the UNESCO. The President, after considering the advice of this Committee and the priorities indicated by it, may finalise the recommendations consistent with national objectives and policies.

**Item 21 :** To consider proposals in regard to International Understanding, Out-of-School Educational Programmes, and Indian Delegation to Unesco General Conference received from the Indian National Trade Union Congress.

The Sub-Commission is of the view that the secretarial staff of the Indian Commission may be strengthened to provide information and to make available such other services as may be required by various non-governmental organisations affiliated to the Commission, in furtherance of their activities, consistent with the objectives of the Commission.

It recommends to the Ministry of Education and Youth Services to set up a working group on Out-of-School educational programmes.

**Supplementary Agenda Item 3 :** To consider a proposal on "Population Education" received from Dr. R. K. Bhan, President, All India Federation of Educational Associations.

In view of the fact that Population Education has been included in the draft programme of UNESCO, the Sub-Commission recommends to the Ministry of Education and Youth Services to take suitable steps for popularising Population Education from higher secondary stage onwards.

## **(ii) REPORT OF THE NATURAL SCIENCES SUB-COMMISSION**

**Item 1 :** Election of Chairman, Vice-Chairman and Rapporteur.

The following were elected unanimously :

Dr. B. D. Nag Chaudhuri	.	.	Chairman
Prof. P. L. Bhatnagar	.	.	Vice-Chairman
Shri Y. R. Chadha	.	.	Rapporteur

**Item 18 :** To make suggestions in respect of resolutions that the Government of India may move at the 16th Unesco General Conference.

**Item 20 :** To consider the Draft Programme and Budget of Unesco for 1971-72 and to make suggestions regarding projects for inclusion in Unesco's programme for the biennium 1971-72.

#### A. RECOMMENDATIONS TO THE UNESCO

1. The Sub-Commission urges the Indian National Commission for Cooperation with UNESCO to request the UNESCO at the forthcoming General Conference that effective steps be taken for the speedy implementation of the CASTASIA recommendations during the year 1971 which marks the 25th Anniversary of the UNESCO.

2. The Sub-Commission emphasises the need for the creation of Institutes for advanced studies in the following disciplines in Asia :

(a) *Environmental Sciences* : The Centre should be of inter-disciplinary nature and centred broadly on geomorphology and human environment, geology, hydrology, meteorology, soil science and ecology, in order to help in the speedy development of better methods of multi-disciplinary investigation and the more efficient utilisation of the natural resources of the region.

(b) Institute for *Computer Sciences* with a Computer Centre attached to it.

3. The Sub-Commission recommends that the following symposia may be arranged on an international basis to mark the 25th anniversary of the UNESCO.

(a) Impact of science on society in the developing countries of Asia, emphasising the role that science can play in the creation of scientific outlook, and in promoting economic and social development and regional cooperation.

(b) Integrated studies of natural resources in the developing countries of Asia.

4. The preparation of the Tectonic Map of Asia is being undertaken by the UNESCO as well as the ECAFE. The Sub-Commission likes to know what progress has been made by these two agencies and whether efforts are being properly coordinated in order to avoid duplication.

## **B. RECOMMENDATIONS TO THE INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO.**

**Item 16: To consider the question of making appropriate arrangements for the celebration of 25th anniversary of the United Nations.**

1. Since the year 1970 also marks the opening of the Second International Development Decade, it is suggested that a report highlighting the technical assistance provided by the U. N. Specialized Agencies in the development of science and technology in India be prepared and widely published.

2. Special Lectures and Radio talks be arranged to propagate the principles and ideals of the U.N., the UNESCO and other Specialized Agencies. For this purpose, help of those who have served on these agencies may also be sought.

3. Periodical evaluation of the progress of the various projects undertaken in our country with the

UNESCO assistance be made and a proper machinery be created for this purpose.

4. For some time, a programme on the Arid Zone Research and Reclamation of Saline and Unproductive Areas has been in operation in our country with the help of the UNESCO. These activities require to be assessed, expanded and strengthened.

**Supplementary Agenda Item No. 5: To consider proposals received from Prof. T. R. Seshadri regarding "Organisation of Science Museums in important cities in India" and "Organisation of Scientific Instrumental Service Centres for research workers in India".**

1. Popularisation of science through establishment of science museums in all important cities and through production of literature explaining scientific development to laymen in different Indian languages may be undertaken.

2. Creation of a few centres in the country which could procure costly modern instruments not usually within the reach of the universities and other research institutes, on account of large investment and foreign exchange involved. These instruments should be manned by well-trained technicians so that they are always available for use by the scientific workers situated near those centres. These centres will be able to provide the data to research workers, contribute greatly to raising the standard of research in the country and save the educational institutions of the worry of procuring and maintaining the costly instruments.

## C. GENERAL RECOMMENDATIONS :

The sub-commission feels that the I.C.A.R. and I.C.M.R. could be represented on the Science Sub-Commission in view of the important areas of scientific research and education under their purview.

2. The Sub-Commission suggests that intensified scientific studies be made on the problems of erosion in different parts of the country, in particular the Brahmaputra Basin, the West Coast, and such other areas where erosion poses serious threat.

### (iii) REPORT OF SOCIAL SCIENCES SUB-COMMISSION

#### **Item 1: Election of Chairman, Vice-Chairman and Rapporteur.**

The following were elected office bearers :

Prof. M. V. Mathur	Chairman
Dr. L. M. Singhvi	Vice-Chairman
Prof. V. B. Kamath	Rapporteur

**Item 8: To receive a report on the celebration of the Mahatma Gandhi's Birth Centenary abroad.**

**Item 13: To consider a proposal received from Shri Sugata Das Gupta for a project on "Design for a Peaceful Society".**

**Item 18: To make suggestions in respect of Resolutions that the Government of India may move at the 16th Unesco General Conference.**

**Item 20: To consider the Draft Programme and Budget of Unesco for 1971-1972 and to**

**make suggestions regarding projects for inclusion in Unesco's programmes for the biennium 1971-1972.**

The Sub-Commission recommends the following two Resolutions :

#### **RESOLUTION I :**

Having reviewed the report of the Secretary-General of the Indian National Commission for Co-operation with UNESCO on the enthusiastic and spontaneous celebrations of Mahatma Gandhi's Birthday Centenary in India and abroad, and the universal recognition of the growing relevance of Gandhian thought to the contemporary world, this Commission suggests that the UNESCO may devise ways and means for the proper propagation and effective implementation of the principles of non-violence, universal brotherhood of mankind and world peace which were the fundamentals of Gandhiji's life and work, as well as the basic tenets of Gandhian philosophy and culture. This may further be incorporated in the work plan project contained in paragraph 933 "MAN AND HIS ENVIRONMENT—DESIGN FOR LIVING" (UNESCO's Draft Programme and Budget for 1971-72) so as to add an additional dimension to the project. In this context the Commission appreciates the work plan project mentioned in paragraph 911 in the field of Peace Research and Training.

#### **RESOLUTION II :**

Reiterating the fact that the frontiers of knowledge have been advancing at an accelerated pace, especially during the last twenty-five years of the useful existence of the United Nations and the phenomenal growth in the field of Social Sciences in general and Research



Methodology, tools and techniques in particular, the Indian National Commission for Co-operation with UNESCO :

- (i) welcomes the work plan projects outlined in para 885 (Teaching about Development)—Model International Centre for training Social Scientists from developing countries and para 932 (Social Sciences and Development) and suggests greater emphasis on the Asian region in their implementation.
- (ii) recommends that a global study of the growth and development of curricula in Social Sciences in Institutions of higher learning during the last twenty-five years be initiated by the UNESCO with a view to locate the provisions that have been made in the teaching of the aims and objects of the UN and its family organs and suggests that proper steps for their more effective implementation be taken; and
- (iii) requests UNESCO to provide financial and other assistance to Social Scientists from developing countries to do research in countries other than their own and to this end, make suitable additions to or changes in its fellowships programme.

The Sub-Commission recommends the following points in respect of various paragraphs of Draft Programme and Budget of UNESCO for 1971-1972 for Special attention of the Indian Delegation to the Next UNESCO General Conference in October, 1970.

PARA No. 884 :

While appreciating the project, India should try to play a more effective role in the organisation of the

Regional Training Course by involving to a larger extent the Universities and the Institutes of Management.

PARA No. 885 :

While appreciating the project in para 885 (Teaching about Development), India should suggest that the needs of the Asian Region be kept fully in view.

PARA No. 891 :

We understand that the Indian Council for Social Sciences Research is taking steps to organise a National Data Bank in the field of Social Sciences; it is suggested that steps be taken to promote the development of an Asian Regional Data Bank.

PARAS No. 902 and 903 :

Attention is invited to Paragraphs No. 902 and 903 so that more effective steps could be taken in respect of India.

#### (iv) **REPORT OF THE CULTURAL ACTIVITIES AND HUMANITIES SUB-COMMISSION**

**Item 1: Election of Chairman, Vice-Chairman and Rapporteur :**

The Sub-Commission elected the following :—

Sri Ramesh Thapar . . . . .	Chairman
Dr. (Mrs.) Kapila Vatsyayan . . . . .	Vice-Chairman
Dr. Prabhakar Machwe . . . . .	Rapporteur

**Item 5: To receive a report on the Unesco Project for the study of the Civilizations of Central Asia**

The Sub-Commission recommends that the Indian Delegation to the UNESCO General Conference may move a Resolution for the extension of the duration of the Project on Central Asia.

**Item 6: To receive a report on the establishment of International Institute of Tamil Studies, Madras**

The Report of the establishment of an International Institute of Tamil Studies, Madras, was noted by the Sub-Commission.

**Item 10: To receive a report on the progress in respect of Auroville Township Project of the Sri Aurobindo Society, Pondicherry.**

The Report on the progress in respect of Auroville Township Project of the Sri Aurobindo Society, Pondicherry was noted.

**Item 16: To consider the question of making appropriate arrangements for the celebration of 25th Anniversary of the United Nations :**

The Sub-Commission recommends that a Sub-Committee of the Indian National Commission should be entrusted with the task of coordinating the celebration of the 25th Anniversary of the United Nations.

**Item 19: To consider a proposal to convene an International Sanskrit Conference :**

The Sub-Commission feels that a Resolution should be moved asking UNESCO to investigate the possibilities of sponsoring a series of Conferences on classical languages beginning with Sanskrit.

**Item 18: Submission of suggestions in respect of Resolutions that the Government of India may**

**move at the 16th Unesco General Conference :**

The Sub-Commission decided that its recommendations would be put into two categories *i.e.* (a) The Resolutions which should be moved by the Indian Delegation attending the 16th UNESCO General Conference and (b) the Recommendations of the Sub-Commission, which it would like to make to the Indian National Commission for immediate examination and possible action. With this in view, the following Resolutions and Recommendations in the two categories are made :

**(a) The Resolutions which should be moved by the Indian Delegation attending the 16th Unesco General Conference :**

In this category, Resolutions should be moved on decisions listed under item 5 and 19. Besides the above, the Sub-Commission strongly recommends that the following Resolutions should be moved in the General Assembly :—

(i) A Resolution may be moved for launching a Project of Joint Research and Collaboration on Asian Dance, Drama and Music traditions. With this in view, it would further recommend the holding of a Seminar and a Regional Festival on this subject. The Joint Research Project would lead to the establishment of a Regional Institute of Asian Music, Dance and Drama. It is also hoped that a Preparatory Committee would be set up in this regard.

(ii) The Sub-Commission recommends that a Resolution may be moved that the UNESCO should undertake the documentation of oral traditions of ancient civilizations with particular reference to proverbs, folk

songs, reciting and pneumatic methods, folk tales, traditions of literary, performing and plastic arts both in their theoretical and practical aspects.

**(b) The Recommendations of the Sub-Commission, which it would like to make to the Indian National Commission for immediate examination and possible action :**

(i) The Sub-Commission is of the firm view that the Government of India should take immediate steps to activate and vitalize institutions like Historical Records Commission and National Archives to protect, preserve, micro-film, catalogue, bibliography, etc., the ancient manuscripts, documents, journals and printed books. Training in the skills of documentation and scientific preservation may be given.

(ii) The Sub-Commission recommends that a "Museum of Man" depicting different aspects of cultural stages in India should be set up. The Sub-Commission further recommends that immediate action should be taken to salvage the varied ethnographical material spread over all the country before these are completely lost.

(iii) The Sub-Commission feels that at present not enough attention is being paid to the projection of our culture abroad and its quality. It recognises that we cannot project externally what we do not support internally. It recommends that greater attention should be paid to the composition of delegations going abroad.

(iv) The Sub-Commission is of the view that the Indian Delegation to the Venice Conference on Cultural Policies must be very carefully selected to reflect Indian expertise in culture. The delegation should be formed in consultation with the Sub-Commission on

## Cultural Activities and Humanities of the Indian National Commission.

(v) The Sub-Commission recommends that the Indian National Commission should examine further the possibility of recommending to UNESCO to introduce Hindi and Arabic languages as additional languages in its functioning.

### **Item 20 : To consider the Draft Programme and Budget of Unesco for 1971-72 and to make suggestions regarding projects for inclusion in Unesco's programme for the biennium 1971-72 :**

The following suggestions are made regarding the draft programme and Budget of UNESCO for the biennium 1971-72 :—

- (i) The Sub-Commission recommends that an International Commission of Experts should be set up for the protection, preservation and renovation of Asia's great monuments such as Mohenjo Daro, Angkor Vat and Borobudur, referred to in paras 1050, 1051, 1052, 1053 and 1054 of the Work Plan.
- (ii) The Sub-Commission recommends that a further investigation may be done on the Work Plan relating to paragraph 1008. It recommends that UNESCO should be asked to include within its programme outstanding feature and documentary films from South Asia and South-East Asia. It also recommends that UNESCO should include in its travelling exhibitions, reproductions of contemporary art, works of leading contemporary Asian painters and sculptors.

- (iii) The Sub-Commission recommends that the Indian National Commission should find out more details regarding the Work Plans for Projects listed in paragraphs 1032, 1044, 1058, 1062 and 1063.

The Indian Delegation to the UNESCO General Conference and the Indian National Commission should make every effort to ensure that India and other countries of South-East Asia are given proper attention within the framework of these Projects.

It further recommend that so far as paragraphs 1044 and 1063 are concerned, they may be amended to include assistance more by way of equipment than specialists and expertise for the preservation of the cultural heritage in Asian countries.

#### **(v) REPORT OF THE MASS COMMUNICATION SUB-COMMISSION**

##### **Item 1: Election of Chairman, Vice-Chairman and Rapporteur.**

The Sub-Commission elected the following office bearers :

Shri D. R. Mankekar	Chairman
Shri P. N. Malhan	Vice-Chairman
Shri P. J. Houston	Rapporteur

##### **Item 7: To receive a report on the publication of the Indian languages editions of the Unesco Courier.**

The Report was noted.

##### **Item 17: To consider the question of making appropriate arrangements for celebration of 1972 as International Book Year.**

##### **Item 18: To make suggestions in respect of Resolutions that the Government of India may**

**move at the 16th Unesco General Conference.**

**Item 20 : To consider the Draft Programme and Budget of Unesco for 1971-72 and to make suggestions regarding projects for inclusion in Unesco's programme for the biennium 1971-72.**

In relation to the draft programme and budget for UNESCO of 1971-72, Chapter IV Communications—we have the following resolutions to suggest for presentation to the UNESCO.

#### **RESOLUTION I**

A crying need in developing countries today is a mass media, professionally and technically efficient, and capable of discharging their duty in a modern democratic State.

To this end the National Commission recommends to the UNESCO to take the initiative in establishing centres for higher studies in mass media in Asia and Africa and other developing regions of the world to carry out the following essential tasks :

- (1) Advanced post-graduate courses in mass media —M.A., and Ph.D. Degrees—for recruitment of personnel at a higher level in Mass Media Organisations;
- (2) To train teachers for Mass Media;
- (3) To prepare text-books for Mass Media relevant to local conditions;
- (4) To this end, to carry out research in Mass Media;
- (5) And, particularly, to do specialised research to promote mass media in indigenous languages;
- (6) And most important of all, to serve as a Mother University for the many existing



schools of journalism and Mass Communications and to coordinate curricula of education in mass media adopted in these schools and ensure uniformity and high standards in the practice and operation of the mass media.

## RESOLUTION II

The Communication Revolution sparked off by modern science and technology—

- (a) has upset traditional concepts and long-cherished values in the realm of mass media and freedom of expression;
- (b) far from promoting inter-racial and international goodwill and understanding, is tending to intensify tensions and strife;
- (c) underlines the tremendous power, for good or evil, wielded by the mass media in shaping human destiny.

Therefore, it is time that UNESCO intervened to take measures

- (a) to formulate a code of conduct for the operators of mass media in the international sphere in order to prevent the misuse of this power to the detriment of peace and orderly progress of humanity,
- (b) to persuade the Press and other media to redefine news in consonance with the UNESCO's objectives of promoting goodwill and understanding between nations, and to that end, convene an International Convention of leaders of mass media from various countries of the world.

**Item 17: To consider the question of making appropriate arrangements for celebration of 1972 as International Book Year :**

The Sub-Commission fully endorses the National Commission's proposal for the observance of a Book Year in 1972.

The Sub-Commission would, however, like to suggest incorporation of the following three points :

### **I. LIBRARIES**

The printed word as an effective medium for spread of knowledge and propagation of ideas can be best used in the present economic set-up of developing countries primarily through libraries. Growth of libraries is also of paramount importance if all our efforts for the spread of education in general and adult education in particular are to be supplemented or augmented.

It is therefore necessary to prepare a blue-print for a planned expansion of libraries.

It may therefore be suggested to the UNESCO that they may take appropriate steps to this end.

### **II. BOOK PRODUCTION**

To promote the production of inexpensive books for literate masses it is proposed that UNESCO may initiate courses in Book Production in the developing countries.

### **III. FILM LIBRARY**

The film is one of the most important media of education and entertainment for the people of developing countries. The medium is being intensively used in advanced countries, especially in the teaching of popular and behavioural sciences. The developing countries in Asia, Africa and Latin America do not have enough resources to produce such films. The Sub-Commission therefore recommends that the National Commission

may request the UNESCO to establish Regional Film Libraries stocking suitable films.

### **PROPOSALS FOR THE GOVERNMENT OF INDIA'S ATTENTION**

**Item 16: To consider the question of making appropriate arrangements for the celebration of 25th anniversary of the United Nations.**

The Sub-Commission recommends that the Government of India may produce the following documentary films to celebrate the 25th Anniversary of the United Nations and 30th Anniversary of UNESCO :

- (a) UNESCO and INDIA
- (b) UN and INDIA

**Supplementary Agenda Item 2: To consider a project on "Festival of Indian Films Abroad" received from International Cultural Centre, New Delhi.**

The Sub-Commission is of the view that this proposal should be addressed to the Government of India and, therefore, we are passing it on to the Government of India for necessary action.

**Supplementary Agenda Item 4: To consider a suggestion received from Shri A. K. Sen, Director-General, All India Radio on "Teaching of Indian languages as an aid to national integration".**

This proposal also is forwarded to the National Commission for necessary action as it primarily falls within the sphere of the Government of India's functions.

**Supplementary Agenda Item 7: To consider a proposal received from Dr. G. S. Mahajani, Vice-Chancellor, University of Udaipur, a member of the Indian National Commission,**

**suggesting that "The Unesco should arrange, with cooperation of scholars from various countries, a publication, embodying illustrations (selected from History, literature, mythology etc.) which give visions of greatness".**

The Sub-Commission is of the view that this proposal needs further consideration and, therefore, decides to forward it to the Secretariat with instructions that it may be brought before the next Sub-Commission with necessary background.

The Sub-Commission further recommends to the National Commission the following proposals mooted at its sittings :

#### **ADDITIONAL ITEM**

The need for suitable films for young people and adults on subjects of popular science and social behaviour is being increasingly felt.

It is, therefore, suggested that the Government of India may take proper steps to establish a centre where such films could be produced and where film producers from neighbouring developing countries could be trained to produce films for young people and adults.

At this centre research may be carried out with the object of inducing among the younger generation interest in technology and scientific developments. This workshop could also supply films to neighbouring countries and assist them in producing.

A proposal was also put forward during the discussions of the Sub-Commission to request the Ministry of Information and Broadcasting to produce films on mental health and human relations.

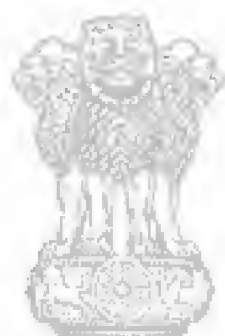
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## APPENDICES

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## APPENDIX I

### AGENDA

1. Election of Chairman, Vice-Chairman, Rapporteur by the Education, Natural Sciences, Social Sciences, Cultural Activities and Humanities and Mass Communication Sub-Commissions.
2. To receive and consider the report on the work and programme of the Indian National Commission for Cooperation with UNESCO (1967-1970).
3. To receive a report on the reconstitution of the Indian National Commission for Cooperation with UNESCO.
4. To receive a report on the programme of Education for International Understanding launched by the commission.
5. To receive a report on the Unesco project for the study of the Civilizations of Central Asia.
6. To receive a report on the establishment of International Institute of Tamil Studies, Madras.
7. To receive a report on the publication of the Indian languages editions of the UNESCO *Courier*.
8. To receive a report on the celebration of Mahatma Gandhi's Birth Centenary abroad.
9. To receive a report on the work done by UNESCO Centres/Clubs established by the Commission.
10. To receive a report on the progress in respect of Auroville Township project of the Sri Aurobindo Society, Pondicherry.
11. To receive for information brief reports on the activities of the non-governmental organisations which have been admitted as institutional members of the Commission.

12. To consider a proposal to hold the Sixth Regional Conference of Asian National Commissions for UNESCO in India.
13. To consider a proposal received from Shri Sugata Das Gupta for a project on "Design for a Peaceful Society".
14. To consider a proposal for holding in India of an International Conference on Education for Mankind.
15. To consider the programme for the celebration of the year 1970 as International Education Year.
16. To consider the question of making appropriate arrangements for the celebration of 25th anniversary of the United Nations.
17. To consider the question of making appropriate arrangements for celebration of 1972 as International Book Year.
18. To make suggestions in respect of Resolutions that the Government of India may move at the 16th UNESCO General Conference.
19. To consider a proposal to convene an international Sanskrit Conference.
20. To consider the draft Programme and Budget of UNESCO for 1971-1972 and to make suggestions regarding project for inclusion in UNESCO'S programme for the biennium 1971-1972.
21. To consider proposals in regard to International Understanding, Out-of-School Educational Programmes, and Indian Delegation to UNESCO General Conference received from the Indian National Trade Union Congress.
22. To consider proposals/suggestions/resolutions received from members.
23. To consider any other item with the permission of the Chairman.



**SUPPLEMENTARY AGENDA**

1. To consider proposals for holding an Indian Music Theatre Festival, to Celebrate Asian Theatre Day and extension of financial assistance to non-official and Voluntary Associations, etc. received from the Bhartiya Natya Sangh, Hyderabad.
2. To consider a project on "Festival of Indian Films Abroad" received from Inter-National Cultural Centre, New Delhi.
3. To consider a proposal on "Population Education" received from Dr. R. K. Bhan, President, All India Federation of Educational Associations.
4. To consider a suggestion received from Shri A. K. Sen, Director-General, All India Radio on "Teaching of Indian Languages as an aid to national integration".
5. To consider proposals received from Prof. T.R. Seshadri regarding "Organisation of Science Museums in important cities in India" and "Organisation of Scientific Instrumental Service Centres for research workers in India".
6. To receive for information brief reports on the activities of the non-governmental organizations which have been admitted as institutional members of the Commission.
7. To consider a proposal, received from Dr. G.S. Mahajani, Vice-Chancellor of University of Udaipur, suggesting that "Unesco should arrange with cooperation of scholars from various countries a publication embodying illustrations which give visions of greatness".

## APPENDIX II

### PROGRAMME OF THE CONFERENCE

JULY 14, 1970

- Registration by Delegates . . . 9.30 A.M. to 9.45 A.M.
- Inaugural Session* . . . 10.00 A. M. to 11.30 A.M.
- (a) Welcome address . . . by Shri P. V. Narasimha Rao, Education Minister, Andhra Pradesh.
- (b) Inaugural address . . . by Shri K. Brahmananda Reddi, Chief Minister, Andhra Pradesh.
- (c) Presidential address . . . by Prof. V. K. R. V. Rao Union Minister of Education & Youth Services.
- (d) Presentation of Secretary-General's Report. . . by Shri S. Chakravarti, Secretary-General.
- (e) Vote of thanks . . . by Dr. Mohan Singh Mehta.
- First Plenary Session* . . . 11.45 A.M. to 1.00 P.M. and 2.30 P.M. to 3.45 P.M.
- (a) General Discussion on the work and Programme of the Commission.
- (b) Consideration of items No. 1,2,3,9,11 and 12 of the Agenda and item No. 6 of the Supplementary Agenda.

*Meetings of the Sub-Commissions* 3.45 P.M. to 5.30 P.M.

(a) To elect Chairman, Vice-Chairman and Rapporteur (item 1) of the Agenda).

(b) To consider items :

(i) *Education Sub-Commission*

Items No. 4, 14, 15, 16, 18, 20, 21 of the Agenda and Item No. 3 of the Supplementary Agenda

(ii) *Natural Sciences Sub-Commission*

Items No. 16, 18 and 20 of the Agenda and item No. 5 of the Supplementary Agenda.

(iii) *Social Sciences Sub-Commission*

Items No. 8, 13, 18 and 20 of the Agenda.

(iv) *Cultural Activities And Humanities sub-Commission*

Items No. 5, 6, 10, 16, 18, 19 and 20 of the Agenda and Item No. 1 of the Supplementary Agenda.

(v) *Mass Communication Sub-Commission*

Items No. 7, 16, 17, 18 and 20 of the Agenda and items No. 2, 4 and 7 of the Supplementary Agenda.

**JULY 15, 1970**

*Meetings of the Sub-Commissions* 9.00 A.M. to 12.00 Noon.  
continue to finalise their reports.

(Break) (Visit to the Exhibition  
at the Venue of the Conference)

*Second (Final) Plenary Session*

3.00 P. M. to 5.00 P.M.

- (a) Presentation of the consensus at the First Plenary Session by Shri J.P. Naik.
- (b) Consideration of the reports of the Sub-Commissions.
- (c) Adoption of Resolutions.
- (d) Vote of Thanks to the Government of Andhra Pradesh by Smt. Ranu Mookerjee.
- (e) Concluding observations by the President.



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### APPENDIX III

#### LIST OF PARTICIPANTS AT THE CONFERENCE

##### President

Prof. V.K.R.V. Rao.

##### Secretary-General

Shri S. Chakravarti.

#### A. INDIVIDUAL MEMBERS

##### Education Sub-Commission

1. Shri P.V. Narasimha Rao.
2. Dr. S.V.C. Aiya.
3. Dr. G. S. Mahajani.
4. Dr. S. Misra.
5. Prof. S. Nurul Hasan.
6. Shri R. D. Bhandare.

##### Natural Sciences Sub-Commission

7. Dr. K. Jacob.
8. Dr. B. D. Nag Chaudhuri.
9. Dr. P. L. Bhatnagar.
10. Prof. T.R. Seshadri.

##### Social Sciences Sub-Commission

11. Shri J. P. Naik.
12. Dr. S. N. Ranade.
13. Dr. L. N. Singhvi.
14. Prof. Rasheed-ud-din Khan.
15. Prof. Durgananda Sinha.

**Cultural Activities and Humanities Sub-Commission**

16. Dr. Prabhakar Machwe.
17. Shri Ramesh Thapar.
18. Dr. (Mrs.) Kapila Vatsyayan.

**Mass Communication Sub-Commission**

19. Smt. S. R. Venkataraman.
20. Shri K. L. Khandpur.
21. Shri P.N.Malhan.
22. Shri D. R. Mankekar.
23. Shri Sadanand Bhatkal.

**B. INSTITUTIONAL MEMBERS**

1. Smt. Ranu Mookerjee,  
(Academy of Fine Arts, Calcutta).
2. Dr. R. K. Bhan,  
(All India Federation of Educational Associations,  
New-Delhi)
3. Prof. R. N. Dandekar,  
(All India Oriental Conference and  
Bhandarkar Oriental Research Institute,  
Poona).
4. Smt. B. Tara Bai,  
(All India Women's Conference, New Delhi).
5. Smt. Gopi Gauba,  
(Asiatic Society of Bombay, Bombay)
6. Shri Y. R. Chadha,  
(Association of Scientific Workers of India, New  
Delhi).
7. Shri Navajata,  
(Sri Aurobindo Society, Pondicherry).
8. Shri A. R. Krishna,  
(Bharatiya Natya Sangh, Hyderabad).

9. Smt. L. Mazumdar,  
(Bharat Scouts & Guides, New Delhi).
10. Shri H. C. Srivastava,  
(Children's Film Society, Bombay).
11. Shri S. Chandramouli,  
(Dakshina Bharat Hindi Prachar Sabha, Madras).
12. Mrs. Mary Clubwala Jadhav,  
(Guild of Service (Central), Madras).
13. Dr. Mohan Sinh Mehta,  
(Indian Adult Education Association).
14. Shri Ravi Dutt,  
(Indian Assembly of Youth, New Delhi).
15. Shri Rama Prasad Mookerjee,  
(Indian Association for the Cultivation of Science,  
Calcutta).
16. Shri P. J. Houston,  
(Indian Council for Mental Hygiene, Bombay).
17. Shri Ram Lal Thakar,  
(Indian National Trade Union Congress, New Delhi).
18. Shri A. K. Mazumdar,  
(Indian Philosophical Congress)
19. Smt. Rekha Menon,  
(International Cultural Centre, New Delhi).
20. Dr. Sachin Roy,  
(Indian National Committee of the International  
Council of Museums, New Delhi).
21. Shri V. B. Kamath,  
(Indian Council of Social Welfare, Bombay).
22. Miss V. B. Mehta,  
(Indian Federation of University Women's Association,  
Nagpur).
23. Shri K. Sankara Menon,  
(Kalakshetra, Madras).
24. Shri C. A. Menon,  
(Nations' League of Penfriends, New Delhi).

25. Shri R. C. Dwivedi,  
(National Cooperative Union of India, New Delhi).
26. Dr. K. C. Vyas,  
(The World Education Fellowship (Indian Section),  
Bombay).
27. Shri S. K. Thamba,  
(Southern Languages Book Trust, Madras).
28. Shri Jiyalal Jain,  
(United Schools Organization of India, New Delhi).
29. Mrs. Valli Seshan,  
(Service Civil International India, New Delhi).

### **C. OBSERVERS**

#### **(i) International Organisations**

1. Dr. D. G. A. Boutaev,  
(Director of Field Operations, Unesco Field Science  
Office for South Asia, New Delhi).
2. Mr. Gvido Grisogono,  
(Resident Representative, United Nations Development  
Programme, New Delhi).

#### **(ii) UNESCO Centres/Clubs**

1. Miss Godavari B. Nadgir,  
(Unesco Centre, Indian Institute of Science Library,  
Bangalore).
2. Shri B. P. Shenoy,  
(Unesco Centre, Osmania University Library, Hydera-  
bad).
3. Dr. S. N. Sinha,  
(Unesco Centre, Magadh University, Bodh Gaya,  
Gaya).
4. Shri D. K. Syal,  
(Indian Federation of Unesco Clubs, Delhi).
5. Shri M. S. Mannikeri,  
(Unesco Club, c/o Department of Foreign Languages,  
Karnatak University, Dharwar).



6. **Shri C. A. Augustine,**  
(Unesco Centre, University of Kerala, Trivandrum).

**(iii) Special Invitees**

1. **Dr. D. P. Pattanayak,**  
(Central Institute of Indian Languages, Mysore).
2. **Prof. M. V. Mathur,**  
(Asian Institute of Educational, Planning and Administration, New Delhi).

**Secretary**

**Shri C. S. Nayar**



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## APPENDIX IV

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3. Report on the Unesco project for the study of the Civilizations of Central Asia . . . . .	3
4. Report on the establishment of International Institute of Tamil Studies, Madras . . . . .	4
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9. A note on the proposal to hold the Sixth Regional Conference of Asian National Commissions for UNESCO in India . . . . .	9
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## ANNEXURE 1

### **REPORT ON THE RECONSTITUTION OF THE INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO**

The Seventh Conference of the Indian National Commission for Cooperation with Unesco held in September 1965 had passed a Resolution that a Working Group may be set up to examine the work and constitution of the Commission and make proposals for its reconstitution in order that it should become more vital and effective. The Working Group discussed the existing constitution and apparatus of the Commission in comparison with several other National Commissions and had made proposals for reconstitution of the Commission. The Working Group had recommended that the Commission should be an autonomous body with its own Secretariat, but after careful examination, the Government of India decided that in the interest of economy and effective liaison between the Commission and the Government, the present pattern under which the Commission is an advisory body and its Secretariat is provided by the Ministry of Education and Youth Services, may continue to be maintained. The view of the Working Group that the non-governmental organisations affiliated to the Commission should have voting rights was however accepted. The Commission was reconstituted in October 1969. A copy of the revised constitution of the Commission is enclosed. (Appendix).

The membership of the Commission is now of two categories—(a) individual, (b) institutional. The members will hold office for a term of four years. There are 10 individual members nominated by the President of the Commission on each of the 5 Sub-Commissions for education, natural sciences, social sciences, cultural activities and humanities and mass communication. Institutions of an all-India character and those doing significant work of national importance for propagating **aims and objectives of Unesco** are eligible for institutional membership of the Commission. The number of such institutional members will not exceed 50 at any time.

The salient feature of the revised Constitution is that it has done away with the "associate" membership of the Commission. Instead, provision has been made for "institutional" membership for organizations working in the field of Unesco's competence. The advantage conferred by the revised constitution of the Commission is that non-governmental organizations which become institutional members of the Commission can send representatives to the meetings of the Commission, who apart from taking part in the discussions, have also the right to vote.

The term of membership (4 years) can be extended. The non-governmental organizations also will be affiliated to the Commission for a period of 4 years only, but their term of affiliation together with membership of the Commission can also subsequently be extended.

The Minister of Education and Youth Services is the President of the Commission. The Secretary-General of the Commission is the Secretary (permanent head) of the Ministry of Education and Youth Services, while an officer of the Ministry is to be the *ex-officio* Secretary of the Commission. The Executive Board of the Commission has been abolished. The Secretariat of the Commission will continue to be provided by the Ministry of Education and Youth Services and the expenditure on the projects of the Commission, apart from the assistance received from UNESCO, will be met from the budget of the Ministry of Education and Youth Services.

#### APPENDIX

#### Indian National Commission for Cooperation with Unesco— Revised Constitution

#### GOVERNMENT OF INDIA MINISTRY OF EDUCATION AND YOUTH SERVICES

New Delhi the 7th October, 1969  
15th Ashvina, 1891 (Saka)

#### RESOLUTION

#### INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

**No. F.39-1/66-INC:** The Government of India have been a member of the United Nations Educational, Scientific and Cultural Organisation, a Specialised Agency of the United Nations, since its inception in 1946. Article VII of the Constitution of Unesco requires that "each Member State shall make such arrangements as suit its particular conditions for purposes of associating its principal bodies interested in educational, scientific and cultural matters with the work of the organisation, preferably by the formation of a National Commission broadly representative of the Government and such bodies" and further defines that "National Commissions or National Cooperating Bodies, where they exist, shall act in an advisory capacity to their respective delegations to the General Conference and to their Governments in matters relating to the Organisation and shall function as agencies of liaison in all matters of interest to it". In fulfilment of the requirements of the Constitution of Unesco and with a view to ensuring the active participation of the people of India in the implementation of various programmes of Unesco, an interim Indian National Commission for Co-operation with Unesco was set up in 1949 by the Government of India, Ministry of Education Resolution No. F. 84-92/48-A.1 dated the 26th March, 1949. The Interim Commission was placed on a permanent footing in 1951 in order to ensure better implementation of Unesco's programmes in the country through the Government of India, Ministry of Education Resolution No. F. 134-27/50-A.5, dated the 16th October, 1951.

2. In view of the large number of Unesco's fields of activity, the variety of tasks on which it is engaged and, in particular, the rapid expansion in the scope and extent of its programme, it has been the practice to review the Constitution of the Indian National Commission from time to time. For instance, the Commission was reconstituted under Government Resolutions No. F. 15-1/52-A.5 dated the 31st July, 1952, No. F. 25-15/54-A.5 dated the 3rd December, 1954 and F. 21-1/61-UU (INC) dated July 19, 1961. The 7th Conference of the Commission held in September 1965 appointed a Study Group to examine its Constitution once again and to recommend the changes necessary. The report of this Group has been examined by Government and in the light of decisions on its recommendations the Constitution of the Indian National Commission has been revised as indicated below:—

## CONSTITUTION OF THE INDIAN NATIONAL COMMISSION FOR CO-OPERATION WITH UNESCO

**I. Name and Status.**—(a) There shall be an INDIAN NATIONAL COMMISSION FOR CO-OPERATION WITH UNESCO hereinafter called the "Commission".

(b) The Commission shall be attached to the Ministry of Education and Youth Services which shall provide its secretariat and funds for its activities.

**II. Functions.**—The functions of the Commission shall be :

- (a) to promote understanding of the objects and purposes of UNESCO among the people of the Republic of India ;
- (b) to serve as a liaison agency between the Government of India and the institutions concerned with and working for the advancement of education, science and culture; and
- (c) to advise the Government of India on matters relating to UNESCO.

**III. Office-Bearers.**—(a) The Minister of Education and Youth Services shall be the President of the Commission. He shall preside over the meetings of the Commission. In the absence of the President, the Commission shall elect a Chairman from among the members present, to preside over each meeting.

(b) The Secretary to the Ministry of Education and Youth Services shall be the Secretary-General of the Commission and shall remain in over-all charge of the work of the Commission.

(c) An officer of the Ministry of Education & Youth Services to be nominated by the Minister of Education and Youth Services shall be the Secretary of the Commission. The Secretary shall prepare the agenda for its meetings and attend to all the day-to-day work connected with the affairs of the Commission.

**IV. Membership.**—The membership of the Commission will be of two categories: (a) individual; and (b) institutional.

All individual members shall be nominated by the President and shall hold office for a term of four years.



Institutions of an all-India character as well as those which are doing significant work of national importance within the field of Unesco will be eligible for membership of the Commission. But the number of such institutional members shall not exceed fifty at any time.

An institution desiring membership of the Commission shall submit an application to the effect giving such information as may be prescribed and may be admitted to membership by the President if it fulfils the criteria laid down.

An institution admitted to membership shall continue to be so for a term of four years. But the outgoing institutional members may apply for continuance of their membership and may be admitted to it if they have shown continuing interest in the work of the Commission and fulfil the conditions laid down.

Each institutional member shall have the right to send a representative to the meetings of the Commission, Sub-Commission or Committee as the case may be. Such representative shall participate in discussions and shall also have the right to vote.

V. The membership of the Commission shall consist of the members of the five Sub-Commissions for:

- (a) Education,
- (b) Natural Sciences.
- (c) Social Sciences.
- (d) Cultural Activities and Humanities, and
- (e) Mass Communication.

The Sub-Commissions shall be constituted as follows:

#### **Education Sub-Commission**

- (1) Chairman, University Grants Commission.
- (2) Director, National Council of Educational Research and Training.

- (3) One nominee of the Inter-University Board.
- (4) A representative of the Ministry of Education and Youth Services nominated by the President of the Commission.
- (5) to (10) Six eminent educationists nominated by the President of the Commission.

All Institutional members working in the field of Education shall also be members of the Education Sub-Commission.

#### **Natural Sciences Sub-Commission**

- (1) One nominee of the Council of Scientific and Industrial Research.
- (2) One nominee of the National Institute of Sciences of India.
- (3) One nominee of the Atomic Energy Commission.
- (4) One nominee of the All-India Council of Technical Education.
- (5) One representative of the Ministry of Education and Youth Services nominated by the President of the Commission.
- (6) to (10) Five eminent scientists nominated by the President of the Commission.

All Institutional members working in the field of Natural Sciences shall also be members of the Natural Sciences Sub-Commission.

#### **Social Science Sub-Commission**

- (1) and (2) Two nominees of the Indian Council of Social Sciences Research,
- (3) One representative of the Ministry of Education and Youth Services nominated by the President of the Commission.
- (4) One nominee of the Department of Social Welfare.
- (5) to (10) Six eminent social scientists nominated by the President of the Commission.

All institutional members working in the field of Social Sciences shall also be members of the Social Sciences Sub-Commission.

#### **Cultural Activities & Humanities Sub-Commission**

- (1) One nominee of the Sahitya Akademi.
- (2) One nominee of the Lalit Kala Akademi.
- (3) One nominee of the Sangeet Natak Akademi.
- (4) One nominee of the Indian Council for Cultural Relations.
- (5) One nominee of the India International Centre.
- (6) to (10) Five Persons distinguished in the field of culture and humanities nominated by the President of the Commission.

All Institutional members working in the field of Cultural Activities and Humanities shall also be members of the Cultural Activities and Humanities Sub-Commission.

#### **Mass Communication Sub-Commission**

- (1) Director-General, All-India Radio or his nominee.
- (2) Controller of Films Division or his nominee.
- (3) One nominee of the Indian Institute of Mass Communication.
- (4) Principal Information Officer, Ministry of Information and Broadcasting.
- (5) A representative of the Ministry of Education & Y. S. nominated by the President of the Commission.
- (6) to (10) Five persons distinguished in the field of mass communication to be nominated by the President of the Commission.

All Institutional members working in the field of Mass Communication shall also be members of the Mass Communication Sub-Commission.

The President may direct the co-option of additional members on any Sub-Commission for specialised purposes.

Each Sub-Commission shall elect its own Chairman, Vice-Chairman and a Rapporteur, who shall hold office for one year.

**VI. Committees.**—The President may also appoint committees of the Commission for such special purposes as he may consider necessary. The composition, terms of reference, terms of office and such other details about such committees shall be prescribed by the President separately in each case.

**VII. Meetings.**—Each Sub-Commission shall meet as often as may be necessary but not less than once a year.

The Commission shall meet as often as necessary but not less than once in two years.

(Sd.)/— S. CHAKRAVARTI

Secretary

Ministry of Education and Youth Services.



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## **ANNEXURE 2**

### **REPORT ON THE PROGRAMME OF EDUCATION FOR INTERNATIONAL UNDERSTANDING LAUNCHED BY THE COMMISSION**

#### **Genesis of the Associated Schools Project in India :**

UNESCO's responsibility to humanity lies in preparing the minds of men for peace through the medium of education, science and culture, and it can bring its influence fully to bear only in the context of a world at peace. UNESCO is not the only organization which works for the maintenance of peace and security among nations and peoples: it shares this mission with other organizations of the United Nations system. The notable originality of UNESCO's contribution to the maintenance of peace and security lies in the methods used; it is through education, science and culture that UNESCO is called upon to promote "collaboration among the nations . . . in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms . . . without distinction of race, sex, language or religion." Thus UNESCO's weapons for the maintenance of peace and security are primarily non-political and ethical.

2. As part of its unwearying search for ways and means to build up the defences of peace in the minds of men, UNESCO launched in 1953 a special project known as the Associated Schools Project of Education for International Understanding and Co-operation. The purpose of this project is to inspire in young people all over the world feelings of sympathy, understanding and goodwill for people of other countries as well as respect for human rights and the agencies that seek to enforce them. Education for the young should foster among them the ideas of peace, humanity, liberty and international solidarity, and acquaint them with the role entrusted to the United Nations as an agency for preservation of peace and for promotion of international understanding and cooperation.

3. The primary aims of the Associated Schools Project is to encourage experiments in education for international understanding in selected schools and teacher training institutions in

member states. On the recommendations of the National Commission for UNESCO, or of the Ministry or Department of Education, one or more schools in a country are selected as participants in UNESCO's Associated Schools Project. Apart from ensuring that the ideals of international understanding and cooperation permeate the teaching of the entire curriculum, these schools also plan special projects which constitute an interesting variation from the normal programme. The Schools are in touch with the UNESCO Secretariat in Paris which helps them in a number of ways by locating and providing some of the background materials they need; by organizing study and reorientation conferences for teachers by giving fellowships which enable teachers to visit schools abroad; and by circulating reports on what is being done in participating schools.

4. The project was launched 17 years ago with 33 secondary schools in 15 countries. In 1965 UNESCO decided to extend the project to cover primary schools. There are now over 613 educational institutions in 57 countries participating in this programme. India joined this programme in 1953 with 6 institutions which later increased to 21 consisting of 10 secondary schools and 11 teacher training institutions. In 1966, 11 primary schools were also added to participate in the project. These schools work on three main themes; teaching about the UN and the Specialized Agencies; teaching about Human Rights and Fundamental Freedoms; and teaching about other countries.

#### **National Commission's Expanded Programme under the Associated Schools project**

5. The Indian National Commission for UNESCO took the view that the programme is of vital importance for India and the World and desired to bring in more schools and teacher training institutions to participate in it. For obvious reasons it was not possible to increase the number of Indian schools linked directly with the UNESCO Secretariat in Paris. The National Commission therefore prepared an expanded programme in India to cover a large number of schools and teacher training institutions in this country. To help in the implementation of this expanded programme, UNESCO sent to India in October 1962, Dr. Herbert J. Abraham, Chief of the UNESCO Division of Human Rights and Education for International Understanding. Dr. Abraham, who stayed in India for

a year assisted the Commission to prepare the materials needed by the Institutions for the projects and in planning the programme in different states.

6. Following a proposal made by the Secretary-General of the Indian National Commission in December 1962, the Directorates of Education in the States invited selected schools and teacher training colleges (generally about 30 from each State) to carry out in the next school year some experimental activities in teaching about other countries; teaching about Human Rights and Fundamental Freedoms and teaching about the UN. By the end of 1963 a large number of institutions in different States and Union Territories were enrolled in this project. The project has since then been developed continuously. The list of institutions participating in the programme has been revised from time to time and fresh institutions added. An important development has been extension of the programme to 118 Central Schools run by the Kendriya Vidyalaya Sangathan in addition to further schools recommended by the State Governments. The number of institutions at secondary level affiliated to the project has increased from about 400 in 1967 to about 600 now. In addition, the programme has been extended to 176 primary institutions. India which is actively participating in the observance of the International Education Year (1970), has set a target of 1,000 participating Schools in the programme of Education for International Understanding to be reached during this year. The Commission has been doing its best to impress upon the State Governments that education for international understanding should form an integral part of normal school curriculum.

#### **Workshops for Teachers**

7. With a view to orienting the teachers of participating institutions in the development of curricular and co-curricular activities in education for international understanding and co-operation, the Commission, in collaboration with the State Governments etc., has been organising a series of workshops. These workshops enable teachers to examine the teaching methods and materials suited for experimental and curricular activities in education for international understanding, to exchange ideas and experience on the operation of the project in the classroom, and on the methods of evaluating them for assessing results and effecting improvements, and to consider the ways and means

for integrating the teaching of international understanding with the core subjects in the normal school curriculum. By now 23 workshops have been held in different States and Union Territories. During the period from August 1967 to May 1970, 8 such workshops were organized.

### **National Seminars**

8. In order to review the impact the programme of education for International Understanding had made and to consider its future development, the Commission, in collaboration with UNESCO, organised two National Seminars, one in December 1964 and the second in November 1966 at New Delhi. The delegates to the Seminars included officials from the State Directorates of Education, teachers from participating institutions and observers from international agencies and non-governmental organisations. By bringing together administrators and teachers who have had considerable experience of the programme and its execution, the National Seminars provided a useful forum for discussion and exchange of views against which the future development of the programme in India could be considered.

9. The main recommendations of the Seminars relating to provision of adequate funds for the programme in the State Budgets, establishment of Planning Groups in the States, eradication of difficulties experienced by teachers, suitable incentives for teachers, grants to schools, inclusion of the programme in the curriculum of teacher training colleges, making the programme an integral part of the school syllabus, evaluation of the programme and supervision by State Liaison Officers, submission of periodical reports by the participating institutions, and liaison of participating institutions with the Department of Audio Visual Education, NCERT etc., were brought to the attention of the State Governments for implementation.

### **Student-cum-Teacher Camps**

10. Under the auspices of, and with financial assistance from the Commission, two student-cum-teacher camps in the field of education for international understanding were organised—one by Springdales School, New Delhi in December 1967 and the other by the New Era School, Bombay in December 1969. These camps confer not only information and enjoyment though both these are important. The abiding value



of these camps is that they bring together students from all over India, associate with them non-Indian students and others and set them forth on a collective quest for an understanding of situations that are too large for the classroom. In doing so, the camps stimulate sensibility and lay the foundation for mature thinking and emotional response. The programme of these camps includes lectures and discussions on selected subjects, as well as practical activities like excursion, outings and picnics, cultural programmes, games and sports, experience of living with local families and observance of international days etc. It is proposed to organise during the year another student-camp on an all-India basis.

### **Production of Material for the Project**

11. Besides organising workshops and seminars, the Commission is regularly supplying kits or pictorial and printed material to institutions to enable them to undertake projects. A number of important publications on education for international understanding brought out by UNESCO, N.C.E.R.T. and other institutions, including a few books on Mahatma Gandhi were purchased by the Commission and supplied free to the participating institutions. Kits of informative material on the life and culture of other countries were obtained through the respective National Commissions and Embassies of foreign countries in India and supplied to the institutions. In addition, the Commission, with financial assistance from UNESCO, has been bringing out a special magazine '*The World in the Classroom*' which is a quarterly publication serving as a forum for dissemination of information on the classroom project in the field of education for international understanding undertaken by the participating institutions. This bulletin is brought out specifically to service this programme.

12. Although considerable teaching material has been assembled, there is dearth of suitable teaching material and visual aids for use by the practising teachers in the classroom situation. With a view to giving practical suggestion to classroom teachers for the execution of the programme, the Commission proposes to bring out a hand book on the subject containing, *inter-alia*, data available in India as well as useful material from UNSECO publications suitably adapted for use in secondary schools and primary institutions of India. This hand book is primarily intended as a teaching aid in the classroom.

The Commission has constituted a small committee for the preparation of the hand book and it is hoped that it will be brought out soon.

#### **Fellowships for Teachers**

13. With a view to enable educators, who have a responsible role in the execution of the programme of education for international understanding to acquire experience abroad, UNESCO has been granting international fellowships for study in this field so that the selected educators can proceed abroad and observe the special activities being carried out by participating institutions with particular attention to method of teaching and evaluation and to exchange knowledge and ideas for the future development of the project. It has been possible for the Commission to obtain three fellowships in this field during 1967-1970.



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### **ANNEXURE 3**

#### **A REPORT ON UNESCO PROJECT FOR THE STUDY OF CIVILIZATIONS OF CENTRAL ASIA**

After the completion of the Major Project on the Mutual Appreciation of Eastern and Western Cultural Values, the General Conference of UNESCO at its 14th Session held during October-November, 1966 adopted a resolution 3.32 authorizing the Director-General "to initiate in 1967-1968 a new project concerning the study of the civilizations of the peoples of Central Asia with four years' duration—1967 to 1970". The geographical region covered by the project, as defined by the decision of the General Conference, includes Afghanistan, the Union of Soviet Socialist Republics (Central Asian Republics of Kirghizia, Tadzhikistan, Turkmenistan, Uzbekistan and Kazakhstan), Pakistan, India and Iran.

2. The General Conference of UNESCO was of the view that the history of the peoples of Central Asia and their civilizations have not been studied in depth sufficiently at the international level. It was felt moreover that this was a field of research where new scholarly efforts might produce creative results. But progress depends in the first place on closer cooperation of specialists from the area itself and from other countries. The need for organising such cooperation on a practical basis, and the recognition that UNESCO is in a unique position in that respect, led to the adoption of the project. It was also recognized that the important achievements of the peoples of Central Asia, through history, and their present cultural personality had not yet been adequately presented to the world. The project, therefore, was equally justified from the point of view of promoting better cultural relations among nations.

3. The project aims at making better known the civilizations of the peoples of Central Asia through studies of their architecture, history, science and literature. It has two aspects viz., deepening of scholarly knowledge and better appreciation by the general public of the cultures of Central Asia.

4. In order to avoid dispersal of efforts in such a wide field for research, it was obviously necessary to concentrate available means on some carefully selected themes. This selection was made at a meeting of experts convened by Unesco in April, 1967.

5. The five main priority themes of study under the project are :

1. Archaeology and History of Central Asia during the Kushan period (including Gandhara Art) ;
2. Art of the peoples of Central Asia during the Timurid period ;
3. Contribution of the peoples of Central Asia to the development of science (9th to 13th Centuries) ;
4. History of Literary Currents in Central Asia (Pre-Mongol and Post-Mongol periods) ; and
5. History of Ideas and Philosophy in Central Asia.

6. The Indian National Commission for co-operation with UNESCO has undertaken to coordinate studies under this project in India.

#### **A. National Advisory Committee on Central Asian Studies :**

In order to implement the Unesco project on the Study of Civilizations of Central Asia effectively, and as suggested by UNESCO, a National Advisory Committee on Central Asian Studies has been constituted within the National Commission which is responsible for co-ordinating Central Asian Studies in India. The Committee is headed by the Secretary-General of the National Commission and has a number of scholars and heads of concerned institutions as its members.

So far, three meetings of the National Advisory Committee have been held. The first meeting was held on the 26th April, 1969. It was decided to set up a Local Consultative Committee in respect of each of the five priority themes to draw up plans of studies and research activities. The meeting also reviewed the project as a whole and suggested better lines of co-ordination under each of the priority themes.

The Second meeting of the Committee was held on the 30th October, 1969, with a view to reviewing the Central Asian Studies project and to plan further activities in the matter. The Committee approved a number of work plans of activities prepared by the Local Consultative Committees in the field of Archaeology and History of Central Asia during the Kushan period, Timurid Art, Development of Science and History of Literary Currents.

The third meeting of the Committee was held on the 20th March, 1970. At this meeting, the progress in the implementation of the work plans under each of the priority themes was reviewed. The meeting paid special attention to the progress in the field of History of Ideas and Philosophy for which India is mainly responsible. The Committee desired that there should be adequate degree of liaison and coordination between different countries participating in the Unesco project, especially through the publication of a journal or organization of regional meetings of the countries participating in the project. The Committee decided to set up a Special Committee to prepare a concrete work plan in the field of History of Ideas and Philosophy.

**B. Institutional Framework and progress under various priority themes.**

— As envisaged by Unesco, the Commission nominated institutions for collaboration with similar institutions in other countries for coordinating studies in the five main priority themes under the project. They are :—

- (i) Archaeology and History of Central Asia during Kushan Period (including Gandhara Art) ; Archaeological Survey of India, New Delhi.
- (ii) Art of the peoples of Central Asia during the Timurid period ; Dr. Anand Krishna, Bharat Kala Bhavan, Banaras Hindu University.
- (iii) Contribution of the peoples of Central Asia to the development of science (9th to 13th Centuries) ; Indian National Sciences Academy, New Delhi.

- (iv) History of literary currents in Central Asia (Pre-Mongol and Post-Mongol periods) ; Aligarh Muslim University, Aligarh and Asiatic Society, Calcutta.
- (v) History of Ideas and Philosophy in Central Asia. The Centre of Advanced Study in Philosophy University of Madras, Madras.

Although India is mainly responsible for coordinating studies in the field of History of Ideas and Philosophy, the institutions designated by the Commission for collaborating with similar institutions in other countries in different fields have evinced a very keen interest in the project, especially in view of the important position that India holds in Central Asia and the immense impact of Indian civilization on the cultural pattern of Central Asia.

**(i) Archaeology and History of Central Asia during the Kushan period including Gandhara Art.**

There are three approved items of work under this theme which are under execution by the Archaeological Survey of India :

- (a) Preparation of an annotated bibliography of Kushan Archaeology and History ;
- (b) Preparation of a complete catalogue of Gandhara Sculpture in India ; and
- (c) Horizontal Excavations at Mathura.

The progress under projects mentioned in items (a) and (b) above has been satisfactory. As regards excavations at Mathura, it has been intimated that in view of the pre-occupation on other excavations by the Allahabad and Banaras Hindu Universities and the Archaeological Officer, Uttar Pradesh, it has not been possible so far to start work at Mathura.

**(ii) Art of the people of Central Asia during the Timurid Period.**

The plan of action for studies in Timurid Art consists of preparation of a descriptive catalogue of all the manuscripts, including illustrated manuscripts pertaining to the Timurid period which exist in various institutions in India, and the study of publications of the influence of Timurid Art on miniature paintings, calligraphy, book decoration and architecture.

However, the plan of studies is being further examined by the convener of the Local Consultative Committee, Dr. Anand Krishna.

**(iii) Contribution of the peoples of Central Asia to the development of Science (from 9th to 13th Centuries A.D.).**

The Indian National Science Academy, New Delhi has taken up a project for the study of the History of Sciences in India during the period from 9th to 13th Centuries A.D. within the ambit of their overall project on the History of Sciences.

**(iv) History of Literary Currents in Central Asia (Pre-Mongol and Post-Mongol period).**

The work plan under this theme revolves round the five projects :

- (a) Unesco project on cultural impact of the peoples of Central Asia upon each other during the mediaeval period undertaken by the Centre of Advanced Study in History, Aligarh Muslim University.  
For this project, Unesco has given a subvention of equivalent to \$ 3000 for exchange of scholars.
- (b) Study of cultural and literary contacts between India and Central Asia from 15th Century onwards.  
The Aligarh Muslim University is preparing proposals for exchange of scholars between it and Tajik State University for the study and teaching of Tajik and Uzbek languages and literature.
- (c) Study of literary and cultural contacts between India and Central Asia during Saka and Kushan period.  
The Asiatic Society Calcutta has a proposal for study of cultural contacts between Central Asia and India during the Saka Kushan period (1st to 7th Centuries A.D.). The proposal is under examination in consultation with the Iranian National Commission for Unesco.
- (d) International Seminar in the field of literary currents.  
It is proposed to hold in India under the joint auspices of the Indian Council for Cultural Relations, the Aligarh Muslim University and the Asiatic Society, Calcutta an international seminar on three themes within the project of History of Literary Currents namely;

(i) cultural contacts between India and Central Asia during the Saka Kushan period, (1st to 8th Centuries A.D.), (ii) Social and Economic development in Central Asia, Iran, Ottoman Empire and India during the 15th Century; and (iii) Literary Currents in Central Asia, Persia and India from 15th Century onwards. Unesco has been requested to agree, in principle, to assist India in holding the Seminar. Their reply is awaited.

- (e) Asiatic Society Calcutta has undertaken a project for the preparation of a descriptive bibliography on works on Central Asia available in India. A grant of Rs. 20,000 has been sanctioned to the Society for the year 1970-71 for this purpose.

**(v) History of Ideas and Philosophy in Central Asia.**

India has been given the responsibility of international coordination under this theme. The Centre of Advanced Study in Philosophy, University of Madras, under the directorship of Prof. T. M. P. Mahadevan, was designated as an institution to take over this responsibility.

Under a contract with Unesco, the Centre undertook to initiate a preliminary study on the present situation in the field of History of Ideas and Philosophy in Central Asia within the area itself and in other countries of the world as well. The main aim of this study, as envisaged by Unesco, was: (a) to establish a register of institutions and individual scholars engaged in research of the History of Ideas and Religions of the peoples of Central Asia; (b) to make a survey of present bibliographies and trends of research in the field; (c) to make suggestions concerning the practical implementation of the plan of research recommended by the Unesco programme for the study of the civilizations of the peoples of Central Asia and the methods of work within the framework of international cooperation. The Centre has completed the survey and the report has been forwarded to Unesco.

As a follow-up work of the Survey Report, the Centre of Advanced Study in Philosophy, University of Madras, is to undertake studies on a long-term basis as one of their regular activities, studies on two specific themes viz., (i) the contribution of Buddhist thought in general and of the philosophers



like Vasubandhu in particular ; and an assessment of the impact of Buddhist philosophy and logic on Central Asian countries, and (ii) a study of the Bhakti movements in North India and their impact on the cultural trends together with an assessment of the nature and extent of the influence of South Indian leaders of thought on the traditions of Bhakti both in North India and beyond the Himalayan borders.

It has further been decided to undertake studies in the field of Ideas and Philosophy in respect of the following subjects by the institutions indicated against each :—

- (a) Religious and Philosophical ideas, Department of Buddhist Studies, Delhi University, including aspects like pre- and proto-historic contacts, Zoroastrianism and Vedic religion ; Origin and evaluation of Mahayana Buddhism ; Mahayana Buddhism and various Christian sects ; Brahmanical thought and its impact on the region ; Contacts between Buddhism, Confucianism and Taoism ; Buddhist Tantrism in Mongolia and the Himalayan region, eschatology ; Islam and Buddhism ; and Islam and Mystic cults (Sufism, Bhakti Movement etc.)
- (b) History of Social and Political Ideas, including Juridical Ideas. Department of History, Patna University.
- (c) Motifs, Symbols, Myths, Legends in Art and Architecture upto Mughal times, including dress. Department of Ancient History, Culture and Archaeology, University of Allahabad.
- (d) Scientific Ideas and Ideas of History, including Cosmology, Cosmogony, Geographical Ideas, Astronomy, Astrology, Mathematical Ideas, Alchemy and Chemistry including the studies of Alberuni and Avicenna. Department of History, Aligarh Muslim University.

It is also proposed to hold in India an international Conference on Central Asia in the field of History of Ideas and Philosophy some time in December, 1970. The University of Delhi is preparing a plan for the Conference. Unesco has been

requested to provide financial assistance to meet the cost of international travel of participants.

#### **C. International Conference on Central Asia :**

The Indian Council for Cultural Relations, in collaboration and with financial assistance from the Indian National Commission, organised an International Conference on Central Asia at Azad Bhawan, New Delhi, from 11th to 15th February 1969. Besides India, experts from Afghanistan, Iran, the USSR, Turkey, Italy, Mongolia, U.K. and USA participated in the Conference. The main discussions at the Conference centred round the theme "Movement of peoples and Ideas between the countries of Central Asia from pre-historic times to-date". Papers on different subjects prepared by different participants were discussed at the Conference. The Conference also discussed the ways and means for promoting closer cultural cooperation between the countries of Central Asia. Unesco also paid a grant of \$ 5,000 to cover the cost of international travel of participants from Afghanistan, Iran, USSR and Turkey.

#### **D. Indian Participation in International Conferences :**

Indian scholars participated in a number of international conferences convened under the auspices of Unesco within the field of History of Ideas and Philosophy. Mention may be made of the following :—

- (i) International Conference on the History of Archaeology and Arts of Central Asia in the Kushan period held at Dushanbeh (Tadjakistan, USSR), from 27th September to 7th October 1968.
- (ii) International Symposium on the Art of Central Asia during the Timurid period held at Samarkand from 23rd September to 27th September 1969.
- (iii) International meeting on the Coordination of Kushan studies and Archaeological Research in Central Asia held at Kabul from 15th to 22nd May 1970.

#### **E. Fellowship in Central Asian Studies :**

On a request made by the Indian National Commission to Unesco, Unesco awarded a two months fellowship to Shri Ram Rahul of the Indian School of International Studies, New Delhi, for studies abroad in the field of "Civilization of Central Asia."

## ANNEXURE 4

### REPORT ON THE ESTABLISHMENT OF AN INTERNATIONAL INSTITUTE OF TAMIL STUDIES, MADRAS

#### 1. Genesis of the project—Second International Conference/Seminar of Tamil Studies.

The International Association of Tamil Research, sponsored, jointly with the Government of Tamil Nadu, the Second International Conference/Seminar on Tamil Studies at Madras from January 3 to January 10, 1968. On the recommendation of the Indian National Commission for Unesco, Ministry of Education, Unesco gave an assistance of \$ 6,500 (equivalent to Rs. 48,750) to the organisers of the conference for the printing of the publications and the report of the conference/seminar.

At the conference, which was held under the patronage and with the active support of the Government of Tamil Nadu, there was a consensus of opinion for the creation of an International Institute of Tamil Studies at Madras.

#### 2. Main Features of the Project.

- (a) **Nature :** The proposed Institute will be mainly a research institution ; its primary function would be to promote and provide facilities for study and research at post-graduate level in Tamil studies.
- (b) **Main objectives :**
  - (i) Coordinating the wide and scattered nature of Tamil Studies at present being undertaken in Universities and learned institutions in India and abroad ;
  - (ii) Stimulating fresh and objective research in Tamil language and culture ; and
  - (iii) The publication of a "History of Tamil language and Culture".

- (c) **International Role :** According to the sponsors of the project, the Institute should, as far as practicable maintain international character at all levels, viz., in the appointment of personnel and administrative and financial participation etc. and there should be intimate collaboration between the Institute on the one hand and Universities and other centres of higher learning in India and abroad which are interested in Tamil Studies or have similar objectives, on the other. The Institute also envisages having visiting professors from foreign Universities.
- (d) **Academic Autonomy :** It is proposed that the institute must enjoy full academic autonomy without being subject to extraneous pressures, political, national or otherwise. It should also aim, even from the commencement, at very high standards.
- (e) **Management :** It is proposed that the management of the International Institute of Tamil Studies may be vested in a **Board of Governors** which will consist of representatives of the UNESCO and the collaborating countries, the Chairman of the Tamil Nadu State Unesco Committee (Education Ministry of Tamil Nadu) the Vice-Chancellors of Universities and representatives of recognized academic organizations collaborating with the International Institute of Tamil Studies, the President and Secretaries-General of the International Association of Tamil Research, donors who have contributed Rs. 1 lakh or over and the Director of the Institute. The Chairman of the Tamil Nadu State Unesco Committee, the Vice-Chancellor of the University of Madras and the Director will be the President, Vice-President and Secretary respectively of the Board.
- (f) **Faculties :** The following faculties are proposed to be organised at the Institute :—
- (i) Faculty of Literature,
  - (ii) Faculty of Linguistics,
  - (iii) Faculty of History and Archaeology,
  - (iv) Faculty of Sociology and Anthropology,
  - (v) Faculty of Arts and Architecture,

- (vi) Faculty of Overseas Tamils,
  - (vii) School of Languages,
  - (viii) School of Orientation,
  - (ix) Documentation Centre.
- (g) **Phasing :** The Institute will be developed in phases depending upon availability of resources—human and material.

### 3. Unesco Resolution :

On the request of the organisers of the conference viz., the International Association of Tamil Research, which was supported by the Tamil Nadu (then Madras) UNESCO Committee (The Education Minister of Tamil Nadu is the Chairman of this Committee), the Government of India moved a resolution at the 15th General Conference of Unesco held at Paris in October-November 1968, requesting Unesco to assist India and other Member-States in the creation of a Tamil Institute in Madras and to associate themselves in the creation and membership of the institute. The resolution as finally adopted at the conference invited member-States *"to take all useful measures to associate themselves in the creation and membership of an International Institute of Tamil Studies, including the mutual assistance and cooperation required."*

The resolution also authorises the Director-General of Unesco to undertake *"the study and investigation of means likely to promote the creation of an institute of Tamil studies at Madras, India"*.

### 4. Meeting of interested Member-States during Unesco General Conference.

The Indian delegation to the Unesco General Conference called a meeting at Unesco House on 20th November, 1968, to follow up the General Conference decision on the International Institute of Tamil Studies. Representatives of the National Commissions of Czechoslovakia, France, Malaysia, U.K. and U.S.S.R. attended this meeting. The Unesco Secretariat was represented by Dr. Malcolm S. Adiseshiah, the Deputy Director-General, assisted by Mr. Y. Kohno, and Mr. B. N. Malhan. The representatives of Ceylon and United States were unable to attend the meeting because of previous engagements.

After discussion, the meeting decided to request the Unesco Secretariat to circulate a note on the meeting to those who had been invited, giving a summary of the discussion, alongwith a report on the institute, prepared by the International Association of Tamil Research. It was decided that on the basis of this information, members invited to the meeting would consult with their specialists, their national Commissions and Governments as appropriate and send to the Indian National Commission their detailed comments on the project and indicate the manner in which their National Commission or the Government could help the Indian National Commission in the creation and functioning of the Institute.

We have also addressed letters to 18 foreign National Commissions for Unesco, bringing the Institute project to their attention and requesting them to let us know whether the National Commissions or institutions or academies in their country would be interested in the project, and if so, how they would like to associate themselves with the Institute and its work.

Recent communications from the International Institute of Tamil Studies indicate that the question is under consideration of the U.S. National Commission for Unesco and institutions in other countries.

#### **5. Unesco Assistance :**

Unesco agreed to give financial assistance for the International Institute of Tamil Studies as under :—

- (a) \$ 2,000 towards the publication of *Thevaram* by the U. Swaminatha Iyer's Library.
- (b) Books for an amount not exceeding \$ 1,000.
- (c) Equipment for an amount not exceeding \$ 2,000 for microfilming unit.
- (d) Visiting mission of Mr. A. Subbiah of the Institute to various countries for an amount not exceeding \$ 3,000.
- (e) One fellowship for six months.

As regards item (a), UNESCO has given the assistance of \$ 2,000 direct to the Institute authorities for publication of '*Thevaram*'. As regards item (d), Mr. Subbiah has already

undertaken the visiting mission and had had consultations with the concerned authorities in various countries as well as with officials of UNESCO Secretariat at Paris. The remaining assistance is expected to be received from UNESCO before the close of 1970.

6. The note is placed before the Conference for information.



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## ANNEXURE 5

### **REPORT ON THE PUBLICATION OF THE INDIAN LANGUAGES EDITIONS OF THE UNESCO *COURIER***

UNESCO's monthly magazine entitled *COURIER* has a world-wide circulation in twelve languages. The English, French and Spanish editions are produced by the Secretariat of UNESCO in Paris. Its identical versions in Arabic, German, Hindi, Italian, Japanese, Russian, Tamil, Hebrew and Persian are brought out by the National Commissions of the respective States.

2. In view of the fact that this journal is considered to rank among the outstanding cultural publications of the world and is known for its unbiased presentation of facts and its spirit of humanism, the Indian National Commission for Co-operation with Unesco had taken steps to promote the circulation of the English edition of the Courier. However, it was realised that the English edition can, at best, have a limited circulation in India and that it would be appropriate to bring out a Hindi edition as well as other language editions to reach wider sections of the public. This matter was considered by the Indian National Commission for UNESCO at its Sixth Conference held in March 1964 which recommended that, to begin with, Tamil and Hindi versions of this journal should be brought out in India. A proposal to this effect was made by the Indian Delegation to the 14th General Conference of UNESCO held in Paris in 1966. UNESCO agreed to our request and also offered to give financial assistance at the prescribed scales for the publication of the Courier in Hindi and Tamil. An agreement was signed between the Government of India (Indian National Commission for Co-operation with UNESCO) and UNESCO for bringing out the magazine in Hindi and Tamil during an initial period of 18 months from July 1967 to December 1968. Unesco undertook to give a financial contribution of \$ 19,800 (Rs. 1,48,500) for the publication of 5,000 copies monthly of each edition during this period. The agreement has been further extended for a period



of two years ending 31st December 1970. The UNESCO grant for this period has been fixed at \$ 28,600 (Rs. 2,14,500) to be shared by the two editions.

3. The publication of the Hindi edition of the magazine is being handled by the Central Hindi Directorate, New Delhi, while the Tamil edition is being brought out by the Southern Languages Book Trust, Madras. It has since been decided to transfer the publication of the Hindi edition to the National Book Trust, New Delhi, which is already bringing out a number of works in Hindi.

4. Since the amount of UNESCO subvention is not sufficient to meet the entire production cost of the magazine, the deficit is met from Government funds. For the publication of Hindi edition a provision of Rs. 90,000 has been made in our budget for 1970-71. A sum of Rs. 66,000 has been provided for the publication of Tamil edition, in addition to a sum of Rs. 24,500 to be made available by the Tamil Nadu Government for this purpose. The total cost, per annum, for both the editions amounts nearabout to Rs. 3.00 lakhs. The sale proceeds are not utilised for expenditure but are credited to Government of India account. The sale price of the Tamil and Hindi editions has been kept very low in order to keep the copies within the reach of common man. A single copy of the magazine costs Re. 1 only. The annual subscription rates are :—

For educational institutions	.. ..	Rs. 19.50
For individuals and others	.. ..	Rs. 10.50

(The cost of production per copy is Rs. 2.50)

#### **Printing and Distribution :**

The publication of the Tamil edition of the Courier is generally satisfactory and is going according to the schedule. The Southern Languages Book Trust, Madras, has brought out all the issues to-date. Out of the 3,000 copies printed (the print order has been reduced from 5,000 copies to 3,000 copies with effect from January 1969) every month, the total distribution (including 100 copies of each issue supplied free to UNESCO) has reached upto 2,600. It is hoped that with a little more effort, it would be possible to raise the print order to 5,000 and sell most of the copies.

The position with regard to the Hindi edition of the Courier is not very encouraging. The Central Hindi Directorate has not been able to bring it out regularly every month. The delays were mainly due to the ban placed on its printers, M/s Thomson Press (India) Limited, Faridabad, by the Ministry of Industrial Development, Internal Trade and Company Affairs (Department of Industrial Development) to undertake printing of magazines and journals. As a result of this step, the printing of the Courier (Hindi edition) had to be temporarily entrusted to some other Press which did not give satisfactory service. Since it was very strongly felt that M/s Thomson Press was the only good press in the vicinity of Delhi, which could do printing of the Courier with photo off-set process, the matter was again taken up with the Department of Industrial Development. They have now agreed, as a special case, to grant permission to the Thomson Press to undertake the printing of the Courier for a period of one year only. The permission will expire on 2nd December 1970. Steps are being taken by the Central Hindi Directorate to clear the back-log, as early as possible.

At the same time the position regarding distribution of the Hindi edition of the Courier is also not very happy. Out of the 3,000 copies printed, the Hindi Directorate has been able to sell and distribute about 900 copies only which include about 650 subscribers, per issue. It is hoped that when the National Book Trust takes over the Courier, they will take steps to place the publication of the magazine on a stable footing.

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## ANNEXURE 6

### **REPORT ON THE CELEBRATION OF MAHATMA GANDHI'S BIRTH CENTENARY ABROAD**

In so far as the Indian National Commission was concerned, the most important event of 1969 was the observance of Mahatma Gandhi's Birth Centenary. The celebration of the Centenary in India and abroad was organised by the National Committee for the Gandhi Centenary through its 12 sub-committees, each of which dealt with a specific theme or programme. The Indian National Commission was closely associated with the observance of the Centenary in foreign countries and by Unesco. From 1966 to 1968, when the plans for observance of the Centenary in foreign countries were chalked out, the Secretary-General of the National Commission was also the Secretary of the Sub-Committee for celebration of the Gandhi Centenary Abroad.

2. The Secretary-General wrote to his counter-parts in all other National Commissions in 1966 and again in January 1969, inviting their participation and the participation of cultural organizations and institutions in their countries in the observance of the Centenary. The Secretary-General also wrote to all Heads of Indian Missions abroad, asking them to take steps to invite the participation of Governments and non-governmental agencies in foreign countries in the effective observance of the Centenary.

3. Shri Prem Kirpal, the then Secretary-General of the National Commission and leader of the Indian delegation to the 15th General Conference of UNESCO (October-November 1968) moved in the UNESCO General Conference a resolution introduced by India and co-sponsored by a large number of other countries on the observance of the Gandhi Centenary. After hearing Shri Kirpal's speech, the General Conference passed unanimously and with acclaim this resolution which invited Member States to observe the period 2nd October 1968 to 2nd October 1969 as the Gandhi Centenary year by arranging conferences and symposia, by publishing selected writings of Gandhiji in their own languages and by all other appropriate

means and to participate in the international "Gandhi Darshan" exhibition to be held in India from the 2nd October 1969 to 22nd February 1970. The same resolution authorised the Director-General of UNESCO to organize in 1969 in consultation with the Indian National Commission, an International Symposium on Truth and Non-violence in Gandhi's Humanism, to re-publish in English in 1969 the selection of Gandhiji's writings published by UNESCO in 1958 under the title "All Men are Brothers", and to assist its publication in other languages.

4. The *modus operandi* for the observance of the Gandhi Centenary was naturally left to the countries concerned. We suggested to the Indian Diplomatic Missions abroad that they may try to persuade the foreign Governments to set up National Committees for the observance of the Centenary. Our role has been to provide books, photographs, exhibitions, and other material to the National Committees and other bodies in foreign countries to enable them to participate in the Centenary effectively. The following assistance was given by the Sub-Committee for the Gandhi Centenary abroad to countries participating in the Centenary through Indian Missions and National Commissions abroad :

(i) **Kits on Mahatma Gandhi :** Kits on Mahatma Gandhi were sent abroad for distribution and display in foreign countries. Each kit is a small portable exhibition, packed in a wooden box containing 26 books on and by Gandhiji, a statuette of Gandhiji, Diorama of Sabarmati Ashram, replica of the hut in which Gandhiji lived, a replica of Charkha and Takli, tape records of Gandhiji's speeches and film strips, etc. Three hundred and fortyone kits have been despatched to foreign countries and the remaining nine kits will be utilised in the country. The kit being a miniature exhibition set, was useful in giving foreigners a clear impression of the life, work and philosophy of Mahatma Gandhi.

(ii) **Despatch of Publications :** The Sub-Committee approved two lists of books, by and on Gandhiji, for circulation abroad. One list was for popular distribution and the other for restricted circulation among libraries/universities/institutions of National importance. Copies of these lists were sent to all Indian Missions and Unesco's National Commissions abroad and they were asked to indicate the requirements of these books in the respective countries. On the basis of the require-

ments received, about 31,000 books have been sent or arrangements made for their purchase in foreign countries. Care has been taken to see that distribution of books is not confined to those in English language only. Books on Gandhiji in French, Arabic, Spanish and German have also been distributed.

(iii) **Distribution of Photographic Exhibition sets:** Besides each kit on Gandhiji which contained 112 photographs including 12 big size photographs, big and small size photographs were sent to such Indian Missions and UNESCO Commissions abroad as had asked for them. Photographic exhibitions on Gandhiji were prepared and sent abroad. Each exhibition consisted of 100 large photographs of Gandhiji depicting the different aspects of his life. Fifty sets of these exhibitions were prepared and airlifted to countries all over the world.

(iv) **Statues, Busts and Paintings of Gandhiji:** Two busts of Gandhiji—one each to Italy and Norway—have been supplied. The cost of airlifting a statue of Gandhiji which has been produced in India on behalf of the people of Guyana was met by the Sub-Committee. Busts have been presented to Argentina and Venezuela. A plaque of Gandhiji has been sent to Aden. The expenditure was met by the Indian public in Aden.

We have also met half the cost of a large oil painting of Gandhiji costing Rs. 4,500 which had been ordered from India by the Indian Embassy in Bangkok for the Gandhi Memorial Library set up in connection with the Gandhi Centenary.

(v) **Supply of Gandhi Badges:** The Mass Contact Committee of the National Committee for the Gandhi Centenary had provided 11,500 Gandhi Badges produced by the Government of India Mint. These badges were distributed to the following countries :—

1. Mexico	9,500
2. Canada	500
3. U. S. S. R.	500
4. Iraq	250
5. Trinidad	250
6. Burma	250
7. Sudan	250

(vi) **Distribution of Films abroad :** The Sub-Committee received numerous requests from our Missions and UNESCO National Commissions abroad for supply of films on Gandhiji. The work of purchase and distribution of films abroad was handled by the Ministry of External Affairs. The expenditure involved was also met from their own budget since the Sub-Committee had no funds for this purpose. Therefore, whatever requests were received by the Sub-Committee in this connection were forwarded to the Ministry of External Affairs. A number of copies of the film 'Mahatma' was sent abroad for exhibition. One print of this film was also presented to Unesco.

(vii) **International Essay Competition on Mahatma Gandhi :** As a part of the Gandhi Centenary celebrations in foreign countries, the Sub-Committee for Celebration of Gandhi Centenary Abroad announced a World essay competition on the 30th March, 1968. The theme was "Gandhiji and the Emancipation of Man". The essays were invited from two categories of writers (i) General public and (ii) Students in the age group of 16-24 years. The essays were to be written in any of the five following languages viz., English, French, Spanish, Russian and Arabic, and the last date for the receipt of the entries was 31st January 1969 which was subsequently extended to 15th June 1969.

The evaluation of the entries in English and Arabic was done in India while in the case of other languages, it was arranged by our Missions in Argentina, Moscow and Paris, through the juries set up by them. The results of the competition were announced and published in the newspapers.

Fifteen of the 17 prize winners have already visited India. The remaining 2 prize-winners have expressed their inability to join the other prize winners in the combined programme and have indicated a desire to visit India later. The prize for the Winners was one month's visit to India at the Sub-Committee's cost. During their stay in India the prize winners programme included visits to important places connected with Gandhiji and also some places of cultural and historical interest as well as places showing India's economic development. The prize winners met the Prime Minister, Foreign Minister and Education Minister. At a meeting with the Education Minister they were presented a set each of Gandhi coins.

(viii) **Deputation of lecturers abroad:** The Sub-Committee for Celebration of Gandhi Centenary Abroad decided at its meeting held on the 18th April, 1968 to depute selected speakers to foreign countries to deliver lectures on the life, thought and philosophy of Mahatma Gandhi. Each lecturer was to be deputed approximately from one month to five weeks to visit about 5 to 6 countries. The Sub-Committee agreed to provide economy class air fare both ways and daily allowance at rates admissible for Grade I Officers where no local hospitality was available. The lecturers were to speak in English and the Indian Missions concerned to arrange for local interpretation.

The names of the persons sent abroad and the countries visited by them are given below. Persons at Nos. 4 to 6 were sent on the basis of local invitations from the countries concerned and were not in the Screening Committee's list.

Name	Name of countries visited
1. Shri R. R. Diwakar	U. K., France, Belgium, Norway, Sweden, West Germany, Austria, Berlin and U. S. S. R.
2. „ Devendra Kumar Gupta	Do.
3. „ Jayaprakash Narayan	Afghanistan
4. „ Shankar Rao Deo	Nepal
5. Kumari Bimla Thakur	Nepal
6. Shri D. G. Tendulkar	Middle East countries and U. S. S. R.
7. „ A. G. Sheorey	U. K., Belgium and Ireland.
8. Prof. N. G. Ranga, M. P.	North Africa, Spain and Paris.
9. Dr. K. G. Saiyidain	Thailand, Hongkong, Indonesia, Phillipines and Malaysia.
10. Shri G. Ramchandran, M.P.	Paris, Yugoslavia & Poland.
11. „ K. Santhanam	East and West African countries and Hungary.
12. Dr. Sushila Nayar, M. P.	Switzerland, Norway, West Germany and Italy.

6. From reports received from Indian Missions and UNESCO National Commissions abroad, it has been noticed that the Gandhi Centenary has been celebrated in about 93 countries. In a large number of countries there has been enthusiastic and spontaneous response from the general public, cultural organizations and institutions and individuals. The material furnished by us has been used effectively. A large number of seminars, exhibitions and meetings were held. Films were screened radio and television programmes were arranged, cultural entertainments were held and books and other publications were distributed among societies, organizations and individuals. Newspapers gave prominent publicity to the observance of the Centenary in many countries. Several countries organised essay competitions for students apart from the international competition organised by the Sub-Committee for Gandhi Centenary Abroad.

7. The UNESCO Symposium on "Truth and Non-violence in Gandhi's Humanism" was effective in highlighting the life, work and philosophy of Mahatma Gandhi and in drawing attention to the need for further research on the two basic themes of Gandhian thought viz., Peace and Non-violence. The Report of this Seminar which is now being prepared by Shri Mahadevan of the Gandhi Peace Foundation is expected to be ready by October 1970. This report will enable UNESCO to make provision for taking follow up action on the recommendations of the Seminar in its next Budget and Programme for 1971-72 (calendar years). The Gandhi Peace Foundation is separately bringing out a book which will give a broad account of the main ideas which emerged in the numerous seminars held on Mahatma Gandhi in foreign countries during the observance of the Centenary. UNESCO has agreed to give assistance to the Gandhi Peace Foundation for this project, and the work is under preparation under the supervision of Shri Radhakrishna, General Secretary of the Gandhi Peace Foundation.

8. The proposal for taking up a project entitled "Design for a Peaceful Society" made by Shri Sugata Dasgupta, Joint Director, Gandhian Institute of Studies, Varanasi, is separately under consideration under item No. 13 of the agenda.



## **ANNEXURE 7**

### **REPORT ON THE WORK DONE BY UNESCO CENTRES/ CLUBS ESTABLISHED BY THE COMMISSION**

The first and foremost function of the Indian National Commission for UNESCO is to promote the understanding of aims and ideals of UNESCO among the people of India. This is a gigantic task; to reach ever a representative section of the people all over the country, concerted work in a systematic and sustained manner will be necessary for a long time to come.

2. One of the effective ways of spreading the message of UNESCO and the work of the Commission is to encourage the establishment and development of UNESCO Centres and Clubs. The Indian National Commission for Unesco has been promoting the establishment of UNESCO Centres and Clubs in various centres including universities, university libraries and other important libraries, educational and cultural institutions. The response has been encouraging and 96 UNESCO Centres and Clubs are functioning throughout the country. The main functions of these Centres/Clubs are to disseminate information about the aims and policies of UNESCO, U.N., etc. and to develop activities in the fields of education, science and culture, to promote international understanding, cooperation and world peace. The Centres/Clubs enlist the support of individuals and groups interested in the field of education, science and culture, promote peace and international understanding, and organise activities to popularize UNESCO.

3. The Commission has been sending regularly publications, periodicals and other materials received from UNESCO or brought out by the Commission itself to all the UNESCO Centres/Clubs. In addition, special kits of material for celebration of U.N. Day, Human Rights Day, UNESCO Day, etc. are also sent. The Commission has also been subscribing to the UNESCO Courier on behalf of these Centres and Clubs.

4. The Indian National Commission for Unesco organized an Orientation Course for the Organizers of UNESCO Centres/

Clubs in January, 1968, at New Delhi with financial assistance from UNESCO. The main purpose of this Orientation Course was to consider the development of the Centres and Clubs and streamline their setup and functioning. Since it was not possible to invite all Centres and Clubs to participate, invitations were extended to about 30 Centres/Clubs in different parts of the country. A report on this Orientation Course was forwarded to all the Centres/Clubs for implementing the recommendations made therein. They were also asked to inform the Commission from time to time about their activities. From the reports that were received in the Commission, it was observed that many of the office bearers of the UNESCO Clubs and Centres would be able to function much more effectively if the organizers were given some orientation in the subject.

5. Accordingly, the Second Seminar-Cum-Orientation Course in the series was convened from 25th to 28th November, 1969, at the India International Centre, New Delhi, by the Commission with financial assistance from UNESCO. This was attended by 25 organizers of UNESCO Centres/Clubs from different parts of the country. The main objective of this seminar was to impart detailed information to the organizers about the various activities of U.N. and UNESCO, to acquaint them with activities they are expected to undertake, to equip them with knowledge and training required to organize their Centres more effectively, and to discuss the difficulties and problems facing the Centres/Clubs.

6. Although there are 96 UNESCO Clubs and Centres in various part of the country which are receiving publications and other periodicals from the Commission, it cannot be stated that many of them are really effective. The main difficulty is lack of funds. The Clubs have from time to time asked for financial assistance for recurring expenditure. Such requests have been turned down by the Commission as our policy is that while small ad hoc grants of a non-recurring nature may be sanctioned to the Clubs for special projects like seminars etc. which they may undertake, the Commission cannot accept responsibility for recurring expenditure. The Clubs and Centres themselves will have to find out the necessary funds for regular maintenance activities. The Commission considers that these Clubs and Centres must be rooted in the Communities or institutions in which they are located and must base their activities on local assistance like the Lions Clubs and the Rotary

Clubs which enjoy considerable popular support. They have been informed that from the first phase of disseminating information about the UNESCO and the United Nations, etc. they should pass on to the stage of promotion of international understanding and that they should finally reach the stage of taking up action programmes in the fields of Education, Science and Culture, which would benefit their local communities.



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## **ANNEXURE 8**

### **REPORT ON THE PROGRESS IN RESPECT OF AUROVILLE TOWNSHIP PROJECT OF THE SRI AUROBINDO SOCIETY, PONDICHERRY**

#### **AUROVILLE**

1. Sri Aurobindo Society, Pondicherry is non-governmental organisation affiliated to the Indian National Commission for Unesco as an Institutional Member, in so far as its educational and cultural activities (not religious activities) are concerned. The Society is establishing a cultural township known as "Auroville" where people of different countries will live together in harmony in one community and engage in cultural, social and educational pursuits. The Society considers this project as its contribution for the commemoration of Twentieth Anniversary of Unesco, and the promotion of the ideals to which Unesco is dedicated.

#### **Auroville Township of International Culture**

2. In "Auroville" the society proposes to establish a township containing residential zone, an international zone, a cultural zone. and an industrial zone. It is intended that "Auroville" shall have pavilions representing all nations and all Indian States. These pavilions are intended to represent the cultures of the world not only intellectually but also by representing different schools of architecture, painting, sculpture, music etc., as part of a way of living. The aims of Auroville will be to bring together in close juxtaposition the values and ideals of different civilizations and cultures. The project is expected to contribute to international understanding and promotion of peace and will help to demolish cultural and linguistic barriers by encouraging cultural exchanges between different peoples of the world.

3. The foundation stone laying ceremony of the Auroville project was held on 28th February, 1968 at the work site near Pondicherry. On the request of the Society, the Secretary-General of the Indian National Commission for Unesco addressed letters to all foreign National Commissions of Unesco to

depute representatives to participate in the foundation stone laying function. As the Auroville project is being dedicated to the youth of the world the National Commissions were requested to send one boy and one girl (in the age group 15-20) to attend the function and bring with them a small quantity of the soil of their country to be deposited in the area. Young people and other representatives from many countries attended the ceremony.

4. The 15th General Conference of UNESCO (October-November 1968) passed a resolution calling upon the Member States and international non-governmental organizations to participate in the development of Auroville. The Director-General of Unesco was also requested to examine the possibilities of rendering assistance to Auroville for the achievements of its aims. The Director-General suggested that a request for Unesco assistance might be submitted under participation Programme. Unesco has since allotted \$3000 for the Auroville project under its participation programme for 1969-70.

5. The Indian National Commission for Unesco, Ministry of Education and Youth Services has been assisting the Society in making material arrangements for the launching of the project. Requests received from the Society for assistance were recommended, to appropriate Departments of the Government of India. A total provision of Rs. 10.00 lakhs has now been made in the Fourth Five Year Plan for assistance to the Society towards the construction of various buildings and pavilions in "Auromodel", the educational complex in Auroville township. A grant of Rs. 1 lakh was sanctioned to the Society out of this provision in 1969-70. A similar grant of Rs. 1 lakh is expected to be released this year. The Society is expected to raise Rs. 95.00 lakhs towards the construction of these buildings and pavilions from its own resources during the plan period.

6. The Sri Aurobindo Society is interested in establishing an International University at Auroville. In this connection, it may be relevant to say that the Secretary-General of the United Nations has made a suggestion that the time has come to give serious thought to the establishment of a United Nations University, truly international in character and devoted to the U.N. Charter and objectives of peace and progress. He further suggested that this University should be located in a country

noted for its spirit of tolerance and freedom of thought. The Sri Aurobindo Society has suggested the location of the International University in Auroville. The general Assembly of the U. N. was to have examined the proposal of the Secretary General of the United Nations at its last session. What decision has been taken by the General Assembly is not known. We have informed the Auroville authorities that the Government of India have not examined the question and that it would be pre-mature to forward their proposal to Unesco.



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## ANNEXURE 9

### A NOTE ON THE PROPOSAL TO HOLD THE SIXTH REGIONAL CONFERENCE OF ASIAN NATIONAL COMMISSIONS FOR UNESCO IN INDIA

The question of cooperation between UNESCO National Commissions at the regional level has been discussed in successive conferences of Asian National Commissions as well as at the Regional Conferences of UNESCO. The need for co-operation between Asian National Commissions in implementation of Unesco's programmes in different fields like application of science and technology for development, study and mutual appreciation of cultures and civilizations, eradication of illiteracy, development of book production and mass communication media, education for international understanding, revision of text books and curricula, exchange of exhibitions, publications and reciprocal visits, cannot be over emphasised. One of the important measures taken by Unesco in regard to bringing together the National Commissions for discussion is the organization of Regional Conferences of National Commissions.

2. In so far as the Asian region is concerned, a Regional Conference of National Commissions has been organised almost every four years. The Third Regional Conference was held in Manila in 1960 and the Fourth in Bangkok in 1964. After 1964, there have been two Sub-Regional meetings of a few National Commissions, one each at New Delhi (in April 1968) and Rangoon (in February 1970). Besides the Japanese National Commission held a meeting of Asian National Commissions in 1968 but this was not the regular Unesco Regional Conference. The fifth Regional Conference of Asian National Commission is being held at Teheran in September 1970.

3. India has not so far hosted any Regional Conference of Asian National Commissions for Unesco. The question of India hosting the Sixth Regional Conference of Asian National Commissions scheduled to be held in 1974 was taken up with Unesco Headquarters who have welcomed it. For such conferences, Unesco provides the cost of international air travel of one

delegate from each of the participating National Commissions. All other expenses viz., daily subsistence allowance, simultaneous interpretation, translation of documents, hospitality, contingencies, and other costs connected with the holding of the meeting have to be borne by the host National Commission.

4. Considering India's important position in Asia and also considering the fact that no Regional Conference has been held in India so far the Conference may kindly consider the proposal and recommend India's hosting the Sixth Regional Conference of Asian National Commissions in 1974.



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## ANNEXURE 10

### **A NOTE ON THE PROPOSAL RECEIVED FROM SHRI SUGATA DASGUPTA FOR A PROJECT ON "DESIGN FOR A PEACEFUL SOCIETY"**

Shri Sugata Dasgupta, Joint Director of the Gandhian Institute of Studies, Varanasi, has suggested that a special study group may be appointed by the Indian National Commission for UNESCO to consider the project submitted by him on the theme "Design for a peaceful Society". In this connection, he has submitted a preliminary paper, which is herewith appended (Appendix). Shri Sugata Dasgupta had submitted this proposal in the context of the celebration of the Gandhi Centenary. His paper is based on the treatment of the concepts of peace and non-violence in Gandhian Philosophy. He has suggested that an international seminar may be held to review the causes of internal tension and intra-societal unrest that retard development and lead to conflicts within each society. The seminar is expected to consider how far the causes of tension and violence are a product of the slow rate of development and how far one could find in local conflicts and tensions the roots of international unrests and *vice versa*. After developing the theme so far the seminar will review the "hows" and "whats" of the process of development, the patterns of the internal polity and the technique of struggle adopted by the conflicting forces against each other. Each paper from each Asian country would include a brief survey of the problems of internal tension and lack of peace and the manner in which these are being solved today.

2. In this connection, it may be mentioned that under the guidance of Dr. Gardner Murphy, an expert deputed by UNESCO, the Indian National Commission made a study of Social tensions in India in the early fifties. Under Dr. Murphy's guidance, teams of Indian Psychiatrists, Psychologists, economists etc. undertook to discover the roots of tension and conflicts in India. The aim of the project was to show how knowledge of the deeper aspects of human behaviour can contribute to the solution of group national problems.

3. The results of the study were embodied in Dr. Murphy's work "In the Minds of Men" which is a study of human behaviour and social tensions in India. Dr. Murphy's aim was to identify the main points of friction in India and disclose the casual factors involved, thus performing a new kind of diagnostic service. He compared prejudice in India and in the United States and tried to formulate the laws that in any country underlie the deterioration of human relationships. He also pointed out the remedial forces at work in India, and, in doing so, invited attention to the means by which cures are to be found in any society.

4. The National Commission may consider Shri Sugata Dasgupta's proposal that a special study group may be appointed to consider his project on "Design for a Peaceful Society". If the proposal is to be accepted, the Commission may kindly suggest the composition of the study group. It will obviously be desirable to include Shri Dasgupta himself. Any study to be made on the subject could also take into account the work done in the fifties under UNESCO's Tensions Project.

## APPENDIX

### A Seminar on Gandhi Centenary Programmes in Asia

#### I. THE OBJECTIVE

Peace and non-violence are the two basic themes of Gandhian thought. The concepts are by no means original; but the treatment that they had in Gandhi's theory and practice accounts for the originality.

For Gandhi 'Units' were different and the system he sought to build with these units had accordingly to be different. His concept of peace, thus represented an integral order—an 'Oceanic circle' one that linked microcosms of a society with its global counterparts.

Every society and polity is thus to be peaceful, at first; says Gandhi. Every individual is to be secured, both at emotional as well as at physical levels and the global society is to become peaceful only when these units are so oriented. This was Gandhi's theory. 'Swaraj' of Gandhi's dream was the reflex of such a society, one that is to be free from tensions and at

peace with itself. 'Non-violence'\* was his method—the technique of struggle which was to bring in swaraj and build the contours of a 'Peaceful Polity'.

The main objective of "Gandhi Centenary Celebration" should thus be to strengthen the forces which hasten the paces of 'Swaraj' in a given polity. Seminars, studies and action programmes which might help this pace should have priority in centenary celebrations.

## II. PRELIMINARY

The question of peace has become important in Asia today as never before in history. This is what all responsible citizens of various nations are seeking in earnest. For peace, here, will expedite the process of economic development, offer security to the psyche of the elite, make politics stable and strengthen the roots of modernity. Absence of peace would on the other hand work the reverse gear. It would drain the meagre resources of these countries, create tensions in the structure of the polity both horizontally as well as vertically and frustrate all attempts for progress. Peace therefore is imperative for development and if development is imperative not only for sustenance of life but for the mere survival of man, peace becomes the condition prerequisite for the whole of the new emerging world that lies east of Suez. In East and South Asia, in particular, where the total 'psycho-material' complex of human organisation is steeped in semi feudal and 'unmodern' conditions of life abiding peace thus becomes the first need of the hour.

But what does 'peace' mean in the context of our culture? Does it only mean absence of war, as it probably does in the West or something more fundamental? The situation in Asia is however, different at least in one important matter. In the west, for example there is 'peace' wherever there is 'no war' and the life remains at a high peak of affluence and comfort for most of its citizens until wars break out from time to time. The primary condition for establishment of peace in Europe is to abolish war. In Asia, however, there is no peace, even when we are not at war with each other! For one thing conditions

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\*Concept as used by Dr. Bhartan Kumarappa in his preface to the treatise "To the Pacifists" publishers.

of life here, under the stranglehold of a submarginally developed economy are so unbearable that people continue to live in Asia all through the years in a state of perpetual "Peacelessness".\* There is no peace in Asia even when there is no 'war' to fight.

If poverty creates this state of 'peacelessness' 'maldevelopment\*\* or uneven rates of international growth differentially and inequitably affecting the various strata of society make the situation all the worse confounded leading to intra-national tensions, conflicts and struggles, poverty, and maldevelopment keep peace further away from the shores of Asia. One has, therefore, to understand, in this context, that war is not the antonym of peace in Asia. The word, we are seeking for is 'maldevelopment' for poverty alone does not create tension. It is the process of abolition of poverty that creates 'haves and have nots', masters and servants and leads to an 'acquisitive society' and is responsible for peacelessness. Even the wars fought in Asia are, however, often a product of conflicts of interests of big powers and of unhappy races that the nations of Asia run for favour and aids from international powers.

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\*The concept of 'Peacelessness' as discussed at Conference of International Peace Research Association held on 17th-19th June, 1967 at Tallberg, Sweden; We quote "India as many other countries of Asia, had in fact not known of Wars before their independence. Yet, the fact remains that the people of the States of the Eastern world have neither been in peace. Far from it, poverty, both economic and psychological, predominance of traditional stereotypes of economic and institutional framework had always made life in this part of the world peaceless; nasty, brutish and short". Although the wars were infrequent in the East, there was at the same time no peace at all for the vast masses of its people. The nearest definition of the state of life from which they suffered could only be described by the new term which I choose to use, namely, the concept of "Peacelessness". The horrors of life and the dimensions of peacelessness in a country where average per capita expenditure for quite a large section of population is six annas a day (1/20th of a dollar) can hardly be imagined.

\*\*Concept as used by Shri Jayaprakash Narayan in his forward to the treatise "RIOTS IN ROURKELA" he writes "Every developmental process, particularly if its pace is forced, possesses a violence content". A socio-psychological approach could indicate the possible safety Valves".

## III

Peace in Asia means internal peace. Lack of intra-societal tension is then the key determinant. Such peace can only be established, however, when the process of development has become self reliant and people's 'psyche' have adjusted with the pace of development that a nation can afford to stimulate. This world view of peace is essentially a Gandhian contribution. For the concept of 'peacelessness' is a product of the culture of poverty and 'Gandhi' was one of the main spokesman of this 'culture' area. His concept of freedom was thus supported by a multidimensional social perspective. His 'Swaraj' accordingly meant creation of an organization-less decentralized society free from economic, political and social fetters; his technique for the achievement of such a society was the method of non-violent struggle one that would not lead to fresh exploitations. Let us not forget that when Gandhi died at the hands of an assassin the task in which he was then engaged was to free, the "Indo-Pak sub-continent" from tensions of disharmony and violence.

## IV. THE SEMINAR : MAIN OBJECTS

The seminar should therefore make a (1) review of the causes of internal tension—and intra-societal unrest that retard development, and lead to conflicts within each society. It should also lay down (2) how far the causes so enumerated are a product of the slow rates of development (maldevelopment so called) and (3) how far could one find in local conflicts and tensions the roots of international unrests and vice-versa. To review in the light of these the (4) 'hows' and 'whats' of the processes of development. "the patterns" of the internal polity and the "technique" of struggle adopted by the conflicting forces against each other would be the other aim of the seminar. Each paper from each Asian country would thus include a brief survey of the problems of internal tensions and peacelessness and the manner in which these are being solved today.

## V. THE PLAN OF WORK

The seminar should discuss these papers on the first day and half. It would then, in the light of the review, try to prepare a plan of operational significance. The latter may indicate

the technique(s) and philosophy, basically Gandhian in import which could best help to reduce these tensions. The ultimate purpose of the operational plan would be to determine what projects (meaning thereby what seminars what researches, what action programmes etc.) should be undertaken during the centenary year by the respective nations so that these might help in some measure to mitigate the tensions as well as to stimulate a process of balanced growth in each participating country. Another purpose of the seminar would be to locate agencies governmental and voluntary, which would organise these programmes in the respective countries and to find the areas of cross-cultural collaboration which might make these programmes more fruitful. The papers need not be based on empirical analysis but could be global, generic and impressionistic in treatment. The state of 'peacelessness' in each country—the causes thereof, as well as the 'know how' drawn from the whole complex of Gandhian theory and practice—which could reduce tension in each area and establish peaceful intra-societal orders would be the purpose of the seminar. The design for the celebration would emerge from it.



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## ANNEXURE 11

### A NOTE ON THE PROPOSAL FOR HOLDING IN INDIA AN INTERNATIONAL CONFERENCE ON EDUCATION FOR MANKIND

The BRIDGE, a Centre for the advancement of inter-cultural studies at Chicago, in association with the Council for the Study of Mankind, organised in April 1968, a week-long Conference on "Education for Mankind". There were 40 participants from all the major cultural areas of the world—East Asia, South and South East Asia, Western Asia, Tropical Africa, Eastern Europe, Western Europe and the two Americas. Educators, scientists, humanists, diplomats, political leaders, jurists and anthropologists and journalists were among the participants. Prof. Humayun Kabir and Prof. Nirmal Kumar Bose, represented India.

2. Prof. Kabir gave a brief account of the proceedings of the Conference as under :

"The opening plenary session was used to describe the purposes of the sponsoring bodies and to indicate the hope that delegates would keep foremost in their deliberations the problem of intercultural understanding. Special stress was laid on exploring the possibility of educational programmes which would enable the coming generations to live as citizens of one common world. The remainder of the week was devoted to general Assemblies which suggested specific issue for deliberations which were later considered by Workshops of about fifteen participants each. These Workshops prepared reports including recommendations which were presented to plenary session each day. The final plenary session was devoted to a statement of findings and recommendations."

"The Conference was held from April 5 to April 11, 1968 and Martin Luther King was assassinated on April 4th. The Conference thus met under the shadow of a tragedy which brought home to all participants the urgency of finding ways to resolve group and individual conflicts without resort to

violence. In its final report, the Conference emphasized the need for scientific understanding of the relationships and communication problems between groups and communities. The Conference felt that the lack of accurate and suitable materials of instruction about different cultures was a continuing cause for misunderstanding. The danger caused by this lack demanded large scale supply of pertinent and unbiased information about a diversity of societies in all educational systems. Text books and other educational material must be prepared from the perspective of the human rather than the national community. For this purpose sustained efforts must be made to get already existing material, especially those provided by UNESCO, into every educational system. The Conference also stressed the need for direct and personal experience of other cultures by students and teachers through education, interchange of art forms and travel abroad wherever possible".

"At the end of the Conference, it was unanimously felt that while UNESCO and other organs of UN had made a great contribution towards understanding and many State agencies were also working to the same end, there was need to supplement these efforts by the efforts of non-official voluntary organisations. It was accordingly decided that there should be a small Standing Committee of the Conference to pursue the recommendations and bring them to the notice of international bodies like UNESCO and other organs of the United Nations, various national governments and private agencies working in the field of human understanding. One of the tasks of this Committee would be to establish a journal or journals to provide a clearing house for research information and in-school experiments and programmes as well as a channel of direct communications among scholars concerned with human existence. The Conference accordingly chose a Committee of twelve persons including citizens of Bulgaria, Greece, India, Japan, Lesotho, Netherlands, Pakistan, Saudi Arabia, Trinidad, USA and USSR."

Prof. Kabir made a suggestion that the Second Conference on "Education for Mankind" be held in India. In this connection, he exchanged correspondence with the Indian National Commission for Unesco as well as with the Director-General of Unesco. He was in the midst of the arrangements for holding the next Conference when he died in August 1969.



The Indian Council for Cultural Relations has now renewed the proposal and has suggested that the Second Conference on "Education for Mankind" be sponsored jointly by the Council and the Indian National Commission for Cooperation with Unesco. It was suggested by the Council that "The Conference be convened for a week in New Delhi in the first half of December 1970. The number of participants may be around 40 of whom half may be from India and the rest from abroad representing different cultures and disciplines. Our estimate is that excluding the cost of international travel for foreign delegates, the expenditure on the proposed Conference would be of the order of Rs. 50,000." The Council suggested that the National Commission should approach Unesco for financial assistance for holding the Conference.

Since the subject of the Conference relates to inter-cultural and international understanding through life-long education, Unesco was contacted on the advisability of the holding of the Conference during 1970—the International Education Year. They were also asked whether they could provide the cost of international travel of the foreign participants. The entire expenditure in rupees on the actual organization of the Conference and the local hospitality to the participants is proposed to be met from out of the Indian resources.

Unesco has evinced interest in the proposal but have suggested that the Conference may be postponed until early next year as it would be easier for them to allocate funds for the purpose after the budget for the next biennium is voted in October-November, 1970. Unesco has further suggested that it would be advantageous if the proposal were presented by a group of Member States. The relevant extracts from Unesco's letter are reproduced below :

"As you may know, Professor Kabir wrote to the Director-General early last year requesting financial assistance for the Conference. In reply, the Director-General made two suggestions. One was that Unesco might offer a small fee contract to assist in the organization of the conference. The figure mentioned was \$ 3,000. We could now probably raise this amount to \$ 5,000 through economies on other activities. As the Director-General wrote at the time, this sum would meet only part of the total cost of the meeting, but the contract would

have the advantage of confirming Unesco's interest in the project and associating the Organization's name with it."

"Further, the Director-General suggested that some additional aid might be obtained under the Participation Programme. As India has already received substantial aid under the Participation Programme, he indicated that the request should come from one of the other countries represented on the Standing Committee of the Conference and proposed to Professor Kabir that he explore this possibility with the National Commissions of the interested countries. Now, however, we are in the closing months of the biennium and the funds under the Participation Programme are exhausted. One evidence of this is that we cannot allocate to the International Education Year activity of the Indian National Commission more than \$ 5,000 and that is about the end of the allocations under this Programme."

"The only alternative to these suggestions that concerns me is that the Conference might be delayed until early next year, when a request from India for assistance under the new Participation Programme could be met with less difficulty. Again, it would be advantageous if it were presented by a group of Member States. This is something that your delegation might try to work out during the General Conference if it cannot be arranged earlier."

"The Secretariat is interested in the project and would like to assist if possible. As you will understand, however, the project was not foreseen in the current programme and budget, and the request, coming at this late stage, does present fiscal problems."

The meeting may kindly consider the above proposal and agree to the Indian National Commission co-sponsoring the Conference on "Education for Mankind" with the Indian Council for Cultural Relations some time early next year, provided adequate response is forthcoming from certain other member states and financial support is available from UNESCO.

## ANNEXURE 12

### **A NOTE ON THE PROGRAMME FOR THE CELEBRATING OF THE YEAR 1970 AS INTERNATIONAL EDUCATION YEAR**

The Government of India considered the report of the Education Commission (1964-66) and issued a statement on the National Policy of Education in 1968. This has been adopted as the basis of the Fourth Five Year Plan (1969-74). It is a happy co-incidence that at this very time the United Nations have designated 1970—the first year of the Second Development Decade—as International Education Year and have called upon the Member-States during this year to evaluate their past achievements in education, to assess their present problems and to intensify their efforts for the expansion and improvement of their educational systems. The Government of India have agreed to these proposals made by the United Nations General Assembly because it affords us an opportunity to pursue more vigorously our national objective of providing educational equality for all which is an essential requisite of the socialistic society which we desire to create.

2. The Indian National Commission for Co-operation with Unesco, which is organising and co-ordinating programmes for observance of International Education Year, has set up a Central Committee under the chairmanship of the Union Minister of Education for the purpose.

3. The key note of the programmes prepared by the Central Committee is "Education in the Seventies". While the existing programmes for the development of education will be augmented and strengthened, certain concrete activities will be taken up, highlighted or given special emphasis in the context of the International Education Year. An outline of the activities proposed to be implemented during 1970 is given in the attached note (Appendix A).

4. The programme of the International Education Year as outlined by the Central Committee was placed before the Central Advisory Board of Education at its 35th session held at

New Delhi on May 2-3, 1970. The Board broadly approved the programme and appealed to the State and local Governments, universities, teachers' organisations and educational institutions of all categories to participate in the programmes for the Year and to make them a success. In the opinion of the Board, the occasion should be used to awaken public opinion and to strengthen all efforts for the development of education.

5. In this connection Dr. K. C. Vyas, of World Education Fellowship (Indian Section) has made a few suggestions in regard to Education for the Seventies which will be found at Appendix B.

6. The matter is placed before the Indian National Commission for Cooperation with Unesco for consideration.

## **APPENDIX A**

### **Programme for the Observance of the International Education Year 1970 in India**

#### **Introduction**

The General Assembly of the United Nations, in a Resolution adopted on the 17th December 1968, designated 1970 as the International Education Year with the purpose that Member countries should do every thing in their power to make this year a period of significant achievement, both qualitative and quantitative, in the field of Education. The General Assembly endorsed the programme of action for the International Education Year approved by UNESCO General Conference in 1968 and recommended to all Member States of the United Nations Specialised Agencies of the U.N. to take stock of the situation with respect to education and training in their country and to plan and initiate or stimulate action and studies linked to the objective and themes of the International Education Year in the context of their preparation of the Second United Nations Development Decade, commencing in 1970. The United Nations has placed upon UNESCO the responsibility for guiding the implementation of the programme at the international level.

### **Role of the Indian National Commission for UNESCO**

The Indian National Commission for UNESCO is incharge of the implementation of the Government of India's programme for the observance of the International Education Year in 1970. The Government of India's programme for the observance of the International Education Year will be formally inaugurated on the 18th July 1970. The key-note of our programme is Education in the Seventies. While the existing programmes for the developement of education will be augmented and strengthened, certain concrete activities will be taken up, highlighted or given special emphasis in the context of the IEY. The following activities are proposed to be implemented either directly or in collaboration with State Governments and other concerned agencies :—

(1) Inauguration of the IEY on Saturday, the 18th July, 1970 in a large number of meetings throughout the country.

(2) From July till December 1970, six discussions will be arranged over the All India Radio on the theme of Education in the Seventies.

(3) Public discussions on Education in the Seventies will be arranged throughout the country in as many centres as possible.

(4) Five all-India seminars will be held in important regional centres to deal with the following themes viz.,

- (i) Mass media in Education with special reference to television, films and radio including the Open University;
- (ii) Technical Education;
- (iii) Culture and Education;
- (iv) Primary and work-oriented education; and
- (v) Adult Education.

Following the five seminars mentioned above, a National Seminar will be held in Delhi on Education in the Seventies in December 1970.

(5) The Birth Centenary of Madame Montessori will be observed on the 31st August 1970 with special reference to development of programme for pre-school education.

(6) Acharya Vinoba Bhave's Birth day will be celebrated in September 1970 with special reference to his work in Education and in bringing together Indian languages. An exhibition of his works will be displayed.

(7) Efforts to expand primary education in all parts of the country will be made on priority basis and special attention will be paid to the education of girls, children of the Scheduled Castes and Tribes, and weaker sections of the community like landless labourers. A programme will also be undertaken to transform the present system of primary education by introducing programmes of work experience, community service and moral education. School improvement schemes will be developed to harness community support for educational development. The Government of India will launch a few pilot projects and give some other assistance but the main responsibility for the development of these programmes will have to be assumed by the State Governments.

(8) At the secondary stage, a programme will be developed for the introduction of vocational courses so that students are diverted into different walks of life and pressures on admission to institutions of higher education is reduced. The Government of India proposes to start some pilot projects in this area and the State Governments will be requested to initiate similar action on their own.

(9) In higher education, there will be emphasis on programmes of qualitative improvement and provision of better amenities and facilities to students. There will be an expansion of the programme of National Service and schemes for student participation will be encouraged. Ten scholarships will be awarded to scholars from foreign countries for advanced training or research in the centres of advanced studies in Indian universities.

(10) A sustained and vigorous drive will be launched to improve the teaching of languages and to promote the study of other Indian languages in each linguistic region. The programmes for production of books in Indian languages for use at the university stage and the publication of cheap editions of text-books will be developed intensively.

(11) A National Board of Adult Education has been established. Literacy programmes will be developed under the National Service Scheme and selected pilot projects launched. Steps will also be taken to expand the programme of functional literacy for farmers and to assist voluntary organizations working in the field. Special programmes will be developed for Adult Education in the universities.

(12) Programmes for the qualitative improvement of technical education will be developed. These will include curriculum development, preparation of instructional materials and pre-service and in-service training of teachers and laboratory development.

(13) Preparatory steps for launching the programmes on television included in the Fourth Five Year Plan will be taken and a television training centre (educational programmes) will be inaugurated.

(14) A National Academy of Education which will function as a learned society will be established. The National Staff College for Educational Administrators will also be inaugurated.

(15) Programmes of service for non-student youth will be launched. A scheme to this effect will be initiated by the Government of India and the State Governments will be requested to evolve similar plans on their own.

(16) The programmes for national integration will be intensified. These will include the production of books for children, compilation of national and patriotic songs and their introduction in the schools, organization of students camps etc. While pilot projects in this area will be developed by the Government, the State Governments will be requested to develop similar programmes on their own.

(17) Programmes for promoting International Understanding through education will be developed further and the UNESCO project of Education for International Understanding in schools will be expanded.

(18) It is proposed to hold in India a Regional Asian Seminar for leaders of youth science activities followed by the

Session of the General Assembly of the International Coordination Committee for the Presentation of Science and Development of out-of-school Science Activities among young people. It is also proposed to hold a Conference of Asian Universities to discuss programmes of Adult Education.

(19) The International Literacy Day, the 25th Anniversary of the United Nations, and the Human Rights Day, will be celebrated on the 8th September, 24th October and 10th December respectively.

### *APPENDIX B*

**Suggestion on item No. 15 of the Agenda by Dr. K. C. Vyas, General Secretary, The World Education Fellowship, Indian Section, Bombay**

Education in the Seventies will fall under two headings :

I. (A) Reorganisation of education in the light of technological and scientific revolution as well as rapid explosion of knowledge.

(B) Its effect on social, economic and cultural life of the people.

(C) The changing concept of values, ideas and ways of life—behavioural pattern among the people.

(D) The increasing democratisation and equal opportunity for the masses with growing consciousness among them leading to various problems of meeting inequality, injustice etc.

II. Second important problem with regard to reorganisation of educational programme in seventies would be to organise a programme of continuous education at all levels. This continuous education will try to meet as far as possible the situation created by forces of technology and science. The responsibility for continuous education shall confine to—

(a) Educational Institutions—helping the teachers to be uptodate and keep pace with growing knowledge.

(b) Universities shall have a dual role of not only continually dynamic in organisation of its study programme but also keep the university personnel abreast with latest knowledge so



as to act as Resource Personnel for primary and secondary teachers. Secondly, Universities' responsibility is to explain and make people to understand the social, economic and cultural problems of the society through lectures, seminars and publications and researches by the University.

III. The mass media communication radio, television, newspapers, publications, etc., shall have to organise programmes so as to act as participants in the programme of continuous education mentioned above.

IV. The governmental and non-governmental agencies should also be harnessed in this big task to fulfil the programme of continuous education as well as providing facility for meeting the needs for education in the seventies.



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### ANNEXURE 13

#### **A NOTE ON THE QUESTION OF MAKING APPROPRIATE ARRANGEMENTS FOR THE CELEBRATION OF 25TH ANNIVERSARY OF THE UNITED NATIONS**

The Ministry of External Affairs have forwarded to this Ministry a copy of Resolution 2499 A (XXIV) on the subject of celebration of 25th anniversary of the United Nations. A copy of the Resolution is appended (Appendix A). In this connection the Ministry of External Affairs have stated that they are presently engaged in preparing a plan of activities for celebrating the occasion at the national level and that in due course they propose to set up a National Committee for coordinating and guiding the programme.

The Ministry of External Affairs have requested that the Ministry of Education and Youth Services may co-operate with them in drawing up a suitable programme for the celebration of the 25th anniversary of the United Nations, in particular by requesting universities, colleges and other educational institutions to observe the 25th anniversary in a suitable manner.

The year 1970 is memorable in several respects inasmuch as it will mark the opening of the Second International Development Decade, the observance of the International Education Year, and the celebration of the 25th anniversary of the United Nations. A note has been submitted separately under item 15 of the Agenda regarding our programme for the observance of the year 1970 as the International Education Year. It is necessary that the 25th Anniversary of the United Nations should be commemorated suitably all over India. The Ministry of External Affairs is in overall charge of the activities for the observance of the 25th Anniversary of the United Nations. The National Commission and the Ministry of Education & Youth Services come into the picture in so far as the activities coming under the fields of Education, Science, Culture and Mass Communication are concerned.

As part of the programme for celebration of the 25th Anniversary of the United Nations, State Governments and

Universities have been requested to take action to promote among youth respect for Human Rights and Fundamental Freedoms. They have also been asked to secure a greater involvement of youth in the activities relating to the observance of the International Education Year and the 25th Anniversary of the United Nations.

A note giving the broad outlines on the basis of which State Governments and Universities have been asked to organize activities for the celebration of the 25th Anniversary of the UN is enclosed (Appendix B).

#### *APPENDIX A*

#### RESOLUTION 2499 A (XXIV)

**Sub.: Celebration of the 25th Anniversary of the United Nations.**

#### **The General Assembly**

**Recalling** the decision at its twenty-third session that the twenty-fifth anniversary of the United Nations should be commemorated in an appropriate manner.

**Convinced** that the twenty-fifth anniversary should be an occasion to strengthen the United Nations and make it more effective by reaffirming the faith of Governments and peoples in the purposes and principles of the Charter of the United Nations and renewing their endeavours to give them full effect, in particular the maintenance of international peace and security, the development of friendly relations among nations based on respect for the principles of equal rights, non-intervention, non-use of force and self-determination of peoples, and achieving international co-operation in solving international problems of an economic, social, cultural or humanitarian character.

**Nothing further** that, in accordance with article 2, paragraph 4, of the Charter, all Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any State, or in other manner inconsistent with the purposes of the United Nations.

**Considering** that involvement of world youth in the commemoration is most desirable in relation to the present and future tasks of the Organization,

**Having Considered** the report of the Preparatory Committee for the Twenty-fifth Anniversary of the United Nations :

1. **Takes** note of the programmes and activities recommended by the Preparatory Committee for the twenty-fifth Anniversary of the United Nations concerning the United Nations and related organizations as well as the programmes and activities suggested for the consideration of Governments of Member States and non-governmental organizations;

2. **Decides** that the theme of the anniversary should be "Peace, Justice and Progress" and expresses the desire that the year 1970 will mark the beginning of an era of peace;

3. **Decides also** that a commemorative session of the General Assembly should be held during a short period, culminating on 24th October 1970 with the signing and/or adoption of a final document or documents;

4. **Expresses the hope** that as many Heads of States or Governments as possible will be able to participate in the commemorative session;

5. **Decides** to establish a Committee for the Twenty-fifth Anniversary of the United Nations, composed of twenty-five members to be designated by the President of the General Assembly on the basis of equitable geographical distribution and bearing in mind the present composition of the Preparatory Committee, for the purpose of :

- (a) Drawing up and co-ordinating plans for the anniversary;
- (b) Organising suitable activities for the anniversary to be undertaken by the United Nations, in the light of the report of the Preparatory Committee.
- (c) Considering proposals and suggestions in relation to the anniversary, for increasing the effectiveness of the United Nations;

6. **Requests** the Committee to prepare, with the assistance of the Secretary-General, a suitable text for a final document or documents to be signed and/or adopted during the commemorative session, for consideration by the General Assembly during the early part of its twenty-fifth session;

7. **Decides** that the same period of the celebration of the twenty-fifth anniversary of the United Nations should provide an opportunity for the celebration of the tenth anniversary of the Declaration of the Granting of Independence to Colonial Countries and Peoples, which should conclude with the adoption of an appropriate document by the General Assembly during the commemorative session;

8. **Decides also** to consider during the early part of its twenty-fifth session the draft of the international development strategy for the Second United Nations Development Decade with a view to having it adopted during the commemorative session;

9. **Endorses** the call of the Secretary-General for the proclamation of the Disarmament Decade, which will coincide with the Second United Nations Development Decade, and, in this respect, entrusts the competent bodies of the Organisation with the task of presenting concrete proposals to the General Assembly at its twenty-fifth session ;

10. **Invites** the Special Committee on Principles of International Law concerning Friendly Relations and Co-operation among States to expedite its work with a view to facilitating the adoption of an appropriate document by the General Assembly during the commemorative session;

11. **Calls upon** all relevant organs and committees of the United Nations to speed up their work and to transmit to the Committee for the Twenty-fifth Anniversary of the United Nations material which may be useful in the preparation of a text or texts for a final document or documents;

12. **Decides** to convene a world youth assembly within the general frame work described in the report of the Preparatory Committee;

13. **Invites** Governments of Member States to consider the inclusion of representatives of youth in their delegations to the twenty-fifth session of the General Assembly;

14. **Requests** the Secretary-General to provide the necessary facilities for implementing the recommendations contained in the report of the Preparatory Committee ;

15. **Urges** Governments of Member States to implement General Assembly resolution 2445 (XXIII) of 19 December 1968 entitled "Teaching in schools of the purposes and principles of the charter of the United Nations and the structure and activities of the United Nations and the specialized agencies, with particular reference to human rights" (attached as Annexure C);

16. **Invites** all Member States, the specialized agencies, the International Atomic Energy Agency and the non-governmental organizations concerned to take note of the observance of the twenty-fifth anniversary of the United Nations and to formulate such plans and programmes as seem to them appropriate for promoting the purposes of the observance;

17. **Appeals** to all Member States to give urgent consideration to the ratification of or accession to, as endorsed or supported by the United Nations and which have not entered into force for lack of sufficient ratifications or accessions or which have entered into force for lack of sufficient ratifications or accessions or which have entered into force but could be strengthened by additional ratifications or accessions, as well as to their effective implementation;

18. **Urges** appropriate organs of the United Nations to complete as early as possible the consideration of important conventions still to be concluded;

19. **Requests** the Committee for the Twenty-fifth Anniversary of the United Nations to submit a report on the observance of the anniversary to the General Assembly at its twenty-sixth session.

## **APPENDIX B**

### **Note indicating the outlines for celebration of 25th Anniversary of the United Nations**

I. Educational Institutions/organisations may, to the maximum extent possible, ensure compliance with the following specific suggestions :

### **Celebration in Schools**

- (i) All the Schools in one place or each school, as may be convenient, may hold rallies with the following programmes on 24th October, 1970 (U.N. Day)
  - (a) Hoisting of the U.N. and National Flags on the U.N. Day (U.N. Flags are available on sale from the United Schools Organisation of India, USO House, 1715, Arya Samaj Road, Karol Bagh, New Delhi)
  - (b) A brief prayer for peace and friendship among nations;
  - (c) An address on the aims and achievements of the U.N. and its specialized Agencies, particularly Unesco; U.N. Economic and Technical Assistance, and the theme of International Co-operation.
- (ii) A declamation contest, an essay competition and a symposium on a selected theme culminating in a final celebration on U. N. Day (24th October, 1970).
- (iii) Special broadcasts for school children on 24th October 1970.
- (iv) Screening of films and filmstrips.
- (v) Display of visual materials brought out by the U. N. and its Specialised Agencies, especially Unesco, throughout the months of October and November 1970.

### **II. Celebrations in Universities and Colleges**

- (i) Lectures by eminent persons on various aspects of the work of the United Nations and its specialised Agencies including particularly Unesco, and on the theme of International Co-operation.
- (ii) Seminars on selected themes including an evaluation of U.N.'s or Unesco's work in which the students and teachers may take part.
- (iii) Declamation contests and essay competitions and organization of Model U.N. Assemblies.

- (iv) Music recitals and cultural programmes presenting the culture of India and other countries with the possible cooperation of foreign embassies and scholars in India.
- (v) Screening of films and filmstrips depicting the work of the United Nations and its specialised agencies, particularly Unesco.
- (vi) Organisation of youth rallies and youth parades with suitable programmes wherever possible.
- (vii) Special radio broadcasts or group discussions as part of the A.I.R. programme for Universities.
- (viii) Celebrations by U.N./Unesco Information Centres/clubs, wherever these have been established and formation of such centres/clubs where they have not been established so far.

### III. Public Celebrations

Appropriate non-governmental organisations, in collaboration with Universities, Colleges and other authorities may organise mass rallies. Eminent persons may be invited to deliver lectures on the aims and achievements of the United Nations and Unesco. Emphasis should also be placed on the work being done by the Specialised Agencies in various fields and on the appreciation of programmes undertaken in connection with the U.N. Development Decade, the Freedom from Hunger Campaign, World Campaign for Universal Literacy and Economic and Technical Assistance rendered by U.N. and its Specialised Agencies, etc.

4. The Activities need not necessarily be limited to those suggested above. The Institution can organise any programme or project that will bring home to students and the people the aims and objects of U.N. and Unesco.

### APPENDIX C

#### Twenty-third Session Agenda Items 62 and 90

**RESOLUTION ADOPTED BY THE GENERAL ASSEMBLY  
(On the report of the Third Committee (A/7433))**



**2455 (XXIII) : Teaching in schools of the purposes and principles of the Charter of the United Nations and the structure and activities of the United Nations and the specialized agencies, with particular reference to human rights.)**

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**The General Assembly :**

**Considering** that the International Year for Human Rights should be the occasion for new efforts to improve the standard of knowledge about the United Nations and, in particular, about its efforts in the field of human rights,

**Recalling** its resolutions 137(II) of 17 November 1947 and 1511 (XV) of 12 December 1960 concerning the teaching in schools of the purposes and principles of the Charter of the United Nations and the structure and activities of the Organisation and the specialized agencies,

**Considering** that such teaching is not yet sufficiently widespread, in particular in primary and secondary schools, despite the efforts of Member States and of the United Nations Educational, Scientific and Cultural Organization,

**Convinced** that in order to achieve the desired results such teaching must start at an early stage of education,

**Conscious** of the fact that young people cannot receive training which meets the requirements of a world increasingly characterized by the interdependence of peoples if educators do not themselves receive special instruction in international organisation,

**1. Requests** the Member States of the United Nations and members of the specialized agencies and of the International Atomic Energy Agency to take steps as appropriate and according to the scholastic system of each State, to introduce or encourage ;

(a) The regular study of the United Nations and the specialized agencies and of the principles proclaimed in the Universal Declaration of Human Rights and in other declarations on human rights, in the training of teaching staff for primary and secondary schools ;

(b) Progressive instruction on the subject in question in the curricula of primary and secondary schools, inviting teachers to seize the opportunities provided by teaching of drawing the attention of their pupils to the increasing role of the United Nations system in peaceful co-operation among nations and in joint efforts to promote social justice and economic and social progress in the world ;

2. **Further requests** the Member States of United Nations and members of the specialized agencies and of the International Atomic Energy Agency to draw the attention of the competent authorities of private scholastic institutions to the present resolution and to request them to make the necessary efforts for the achievement of the aims envisaged in paragraph 1 above.

3. **Requests** the United Nations Educational, Scientific and Cultural Organisation to continue and encourage the study of appropriate ways and means of promoting the achievement of the aims envisaged in the present resolution ;

4. **Further requests** the United Nations Educational, Scientific, and Cultural Organization and the other specialized agencies concerned and the United Nations Development Programme to provide assistance to Member States, particularly those which are developing countries, with a view to enabling them to achieve the objectives envisaged in paragraph 1 above.

*1748th Plenary meeting, 19 Dec., 1968.*

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## ANNEXURE 14

### **A NOTE ON THE QUESTION OF MAKING APPROPRIATE ARRANGEMENTS FOR CELEBRATION OF 1972 AS INTERNATIONAL BOOK YEAR**

In accordance with the recommendations made by the Executive Board of Unesco at its 83rd Session (September—October 1969), it has been proposed that the General Conference of Unesco might proclaim the year 1972 as "International Book Year" and invite Member States to undertake proper activities for the celebration of the year, the aim of which is the promotion of books, libraries and the reading habit. For this purpose, assistance will be provided by Unesco to Member States, upon request, in the planning of their national activities. It is understood from the Draft Programme and Budget of Unesco that the Director-General of Unesco will submit to the General Conference at its 16th Session (October-November 1970) a special document on activities that might be undertaken by Member States and interested organizations for the celebration of International Book Year. In the meantime the Book Promotion Division of the Ministry of Education and Youth Services has prepared a note on the question of making appropriate arrangements for celebration of 1972 as the "International Book Year" which is appended (Appendix).

The proposals contained in the note are submitted for consideration of the Conference.

#### *APPENDIX*

#### **A Note on the question of making appropriate arrangements for celebration of 1972 as "International Book Year"**

India welcomes the proposal of the UNESCO to observe 1972 as the International Book Year. In the "Work Plan" in Chapter 4 of UNESCO's Draft Programme and Budget for 1971-72, it has been proposed to invite Member States, together with competent and interested International non-Government

organizations to undertake appropriate activities for the celebration of the Year, the aim of which is the promotion of books, libraries and the reading habit. For this purpose, assistance is proposed to be given to Member States, on request, in the planning of their national activities. UNESCO also proposes to convene a meeting in 1971 of International non-governmental organisations, of publishers, librarians, authors and booksellers and other professional bodies in order to co-ordinate and plan activities for celebration of the Year. The UNESCO also proposes to organize a symposium in 1972 on measures to promote the free flow of books. A book on publishing in the developing world, drawing upon reports of regional meetings of book development, will be issued on the occasion of the Year. India may participate either through the Government or the Federation of Publishers and Booksellers Association in India, in all the activities proposed by the UNESCO.

A National Committee may be set up with representatives of the Ministry of Education and Youth Services, the Federation of Publishers and Book sellers Associations in India, State Governments and autonomous organizations engaged in publishing in a big way in order to ensure proper celebration of the Year in the country. The following are some of the activities that are suggested :

#### **1. International Book Fair :**

The National Book Trust plans to organize an International Book Fair in India during the Fourth Plan period. A sum of Rs. 5,00,000 has been provided for it. It is suggested that the celebrations may be inaugurated with the International Book Fair in January 1972, in Delhi. To make the event really spectacular, UNESCO may be asked for a matching grant. This would help the cause of international understanding and also promote book publishing in India by exposing our publishers to the publishing activity of the developed countries and our own publications to prospective markets in under-developed and developing countries in Africa, West Asia, South-East Asia and our neighbours like Nepal, Burma, Ceylon and Afghanistan.

#### **2. International Seminar on Books for the Millions :**

During the International Book Fair, an International Seminar on Books for the Millions may be organized for 4-5 days.

The subject will provide an opportunity to the developed countries to review their achievements in mass production of books and the developing and underdeveloped countries to share their know-how and place their own requirements in proper perspective. It is suggested that the Karachi Centre of UNESCO should hold this Seminar in Delhi or place adequate funds at the disposal of the Trust to organize the event in a fitting manner.

### **3. Regional Book Exhibitions :**

It has been decided that the National Book Fair of 1971-72 should be merged into the International Book Fair. The National Book Trust collects about 10,000 outstanding books published in the year in all Indian languages for display at the National Book Fair. It is proposed to split up this collection into suitable groups and organize 12 exhibitions in the various regions of the country. Along with the proposed exhibitions, seminars, symposia, workshops relating to writing, translation, publishing and distribution of books will also be held in the various regions. The Trust has already equipped itself with display racks, but requires two heavy-duty vans to transport the racks and books to various parts of the country. It will also make the Trust Exhibition Unit self-sufficient, if they are provided with public-address-system equipment, at least two units of high-fidelity tape-recorders and a projector for screening films relating to book reading habits for the benefit of visitors to the exhibitions. Since the Trust organizes regional book exhibitions as a normal activity, the equipment will be very useful for future exhibitions.

### **4. Travelling Book Fairs in Trains :**

In co-operation with the Ministry of Railways, a train exhibit of books may be taken round the different regions of the country. The four regions—North, East, South and West may be covered in the four quarters of the year. This will not be a mere travelling exhibit but a travelling book fair and books will be sold at all stoppages, so that a major part of the expenses may be covered. The main purpose is that regional language publishers will take part in greater numbers in each region.

As far as the budgetary implications are concerned, all the capital expenditure of fitting a train for purposes of a book

exhibit may have to be borne by the Government and running expenses are to be shared by individual participants to a greater extent.

**5. Laymen's Book Review Contest** in all the languages of India to create great popular interest in Books : Suitable agencies both Government and non-Government including Book Distributors be encouraged to hold laymens' book review contests during the year in all languages in all States—each month of the year in different States in the Country. Awards in the form of books to be given to all prize winning contestants.

About Rs. 1,000 may be set apart towards awards for each language. Other promotional expenses for Launching the Laymen's Book Review contest are to be shared by the Agencies concerned in different States.

**6. Organization of a National Contest of Children's impressions of Children's books (under paragraph 1110) :**

The development of reading habits which are formed at the school stage of education is the basis for book promotion in any country. Since the year 1972 aims *inter-alia* at the development of reading habits, we may prepare a scheme for the development of reading habits to operate from the year 1972. The scheme may be financed by UNESCO and later on taken over by the Government. An outline of the Scheme is given below :

We may select 15 best children books published in each regional language and in English in India during the last say 5 or 6 years. 5 each of these books should relate to the age-groups—6 to 11, 11 to 14 and 14 to 17, *i.e.*, to primary, middle and secondary levels. Children of these age-groups may be invited to write their impressions about any one of the 5 books falling in their age-group. The "book reviews" may be screened by the State Governments before they are forwarded to us. We may then select three best reviews in each age group in each language and get the selected reviews published in the regional language periodicals, preferably in children's magazines. We may also award First, Second and Third prizes to the winners of the contest in each age-group in each languages. These prizes may be in the form of books or book coupons.

The cost of these prizes can be met by the UNESCO. We may, in due course, publish all these "reviews" in a book form at our expense.

#### **7. Writer's Home :**

National Book Trust has been allotted a one acre plot near the Hauz Khas Enclave by the Delhi Administration. If adequate funds are made available, it is suggested that a Writers' Home may be built in Delhi with a number of suites for use of visiting Indian and international writers at a nominal rental. The building may be dedicated to the International Book Year 1972. The building might also have a well-equipped library of current publications in various Indian and foreign languages and a reading room which may also cater to the locality.

#### **Symposia and Workshops**

- (i) Symposia and work shops on different aspects of book publishing and book selling may be held in each region during the year. Symposia and workshops for text-book writers and editors, symposia for general trade book editors and children books editors, work shop of book production assistants and book designers, symposia on book publishing management, training course, workshops for book shop assistants are some of the items suggested in this.
- (ii) Awards for the best book production and design in different languages of the country.
- (iii) Awards for the maximum book exports. Three awards may be given for the three best book exporters, i.e. those who export the maximum books in terms of rupee value.

#### **Suggestions in general**

- (i) The Posts and Telegraphs Department may be requested to bring out a stamp to mark the International Book Year. It might also be arranged to have cancellation of stamps in the country with a suitable slogan throughout the year.
- (ii) The All India Radio net-work and Television Centre might arrange a series of suitable broadcasts and plug in attractive slogans immediately before or after important broadcasts.

- (iii) The publishers in the country might be persuaded to allow a special discount on the sale of books during the International Book Year.
- (iv) The National Book Trust and other similar organizations in the States should launch campaigns to foster book-mindedness through cinema slides, advertisements in the press, neon signs, hoardings and banners.

NOTE : 1. No detailed budgetary estimates and requirements are worked out now for requesting UNESCO assistance.

2. The proposals mentioned above are only in broad outline and all details have to be worked out for each proposal. If and when the above proposals are accepted, the details will be worked out.



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## ANNEXURE 15

### A NOTE ON THE PROPOSAL TO CONVENE AN INTERNATIONAL SANSKRIT CONFERENCE

The Kendriya Sanskrit Parishad, which has been established to advise the Government of India on matters pertaining to the propagation and development of Sanskrit, at its first meeting held on May 4-5, 1970, passed the following Resolution :—

“The Parishad recommends that the Viseshagya Samiti may study the international aspect of Sanskrit and may suggest ways and means to utilise Sanskrit as a vehicle of international understanding and goodwill. For this purpose, an International Sanskrit Conference may be organised, for which preparation may be started forthwith”.

2. The Viseshagya Samiti (Specialists Committee) referred to in the above Resolution has not met so far and it has not been possible to prepare the blue-print of the proposed Conference. However, Dr. Karan Singh, who initiated discussion on this subject, has suggested that such a Conference may be convened some time during the winter of 1972 under the auspices of UNESCO. It is proposed that Sanskrit Scholars from all over the world be invited to India to attend the Conference so that this great language which is one of the few classical languages that are still alive, can be studied and discussed in an international perspective. Unlike the Conference of Orientalists, this Conference will be a forum for those who can and believe in the use of Sanskrit as a vehicle of thought including modern thought.

The Conference would enable the highlighting of the richness of culture and humanism enshrined in Sanskrit literature for the promotion of international understanding and human brotherhood. Further details of the Conference will have to be worked out by the Specialists Committee in due course.

3. After the details of the Conference have been worked out by the Specialists Committee of the Kendriya Sanskrit Parishad, it is proposed to approach Unesco to agree to the hold-

ing of this Conference in India under their auspices and to provide suitable financial assistance, specially by way of meeting international travel costs of foreign delegates to the Conference.

4. It is also proposed that the Government of India may be moved to introduce a suitable resolution at the forthcoming General Conference of Unesco during October-November, 1970.

5. The matter is placed before the Commission for general consideration. Details could be worked out later.

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## ANNEXURE 16

### **A NOTE ON THE PROPOSALS IN REGARD TO INTERNATIONAL UNDERSTANDING, OUT-OF-SCHOOL EDUCATIONAL PROGRAMMES, AND INDIAN DELEGATION TO UNESCO GENERAL CONFERENCE RECEIVED FROM THE INDIAN NATIONAL TRADE UNION CONGRESS.**

The Indian National Trade Union Congress, an institutional member of the Commission, has sent the following proposals for inclusion in the agenda of the Ninth Conference of Indian National Commission :

#### **1. Proposal to set up a Co-ordination Committee for Promotion of International Understanding.**

An important activity of UNESCO and the Indian National Commission for Co-operation with UNESCO relates to the promotion of international understanding. A number of official agencies and non-governmental organisations are at present engaged in promoting international understanding in their own fields of work. However due to lack of coordination in their work these agencies and organisations have deprived themselves of benefiting from each other's experience and, therefore, have not been able to create an impact of their activities which would otherwise have been possible through pooling of resources.

It is, therefore, suggested that the Indian National Commission for Co-operation with UNESCO should set up a "National Co-ordinating Committee for Promotion of International Understanding".

#### **2. Proposal to set up a Working Group on Out-of-School Educational Programmes.**

Since the UNESCO has started giving greater importance to Out-of-School educational programmes, it is necessary that the Indian National Commission for Co-operation with UNESCO should explore possibilities of promoting these programmes in India. It is, therefore, suggested that a Working

Group on Out-of-School Educational Programmes should be set up to assess the need and guide the official agencies as well as non-governmental organisations for implementation of these programmes.

### **3. Composition of Indian Delegation to UNESCO Conference.**

Since the non-governmental organisations play an important role in implementing the objectives and programmes of UNESCO, the Indian National Commission for Co-operation with UNESCO may recommend to the Government of India to enlarge the composition of Indian Delegation to UNESCO Conference so as to include three representatives of non-governmental organisations.

The proposals are submitted for consideration of the Conference.



## ANNEXURE 17

### **A NOTE ON THE PROPOSALS FOR HOLDING AN INDIAN MUSIC THEATRE FESTIVAL, TO CELEBRATE ASIAN THEATRE DAY AND EXTENSION OF FINANCIAL ASSISTANCE TO NON-OFFICIAL AND VOLUNTARY ASSOCIATIONS, ETC. RECEIVED FROM THE BHARATIYA NATYA SANGH, HYDERABAD.**

The Bharatiya Natya Sang, Hyderabad, an institutional member of the Commission, has made the following suggestions for inclusion in the Agenda :

- (i) **To consider a proposal to hold an Indian Music Theatre Festival in 1971.**

A short note on the Music Theatre Festival and a copy of letter from Unesco is enclosed. (Appendix A and Appendix B).

- (ii) **To consider the proposal to celebrate Asian Theatre day on 24th October and the week following upto October 31 as Asian Theatre Week.**

It was on October 24, 1966, the East-West Theatre Seminar and festival was conducted at Delhi by Bharatiya Natya Sangh in collaboration with I.T.I. UNESCO, and this day has thus become an important day for Asian Theatre in as much as on this day, an Indian and Asian Theatre Bureau was mooted. The 21st Anniversary Annual General Conference of the Bharatiya Natya Sangh, the Indian National Centre of the International Theatre Institute, UNESCO, Paris, meeting in Calcutta on 14th February 1970 resolved to call upon all Asian countries to celebrate **October 24** every year as **Asian Theatre Day** and the week following upon October 31 as **Asian Theatre Week**. During this period, all Asian countries are requested to organise programmes of mutual exchange of theatrical productions and personalities, to conduct seminars and debates on Asian Theatre problems and through the press, radio, television and other communication media to highlight the work and achievements of Asian Theatre.

- (iii) To consider the proposal to extend financial assistance to non-official and voluntary organisations which are Indian centres of International bodies to enable them to carry on their work more effectively in projecting the activities in India at International level.

There are certain organisations in India which are non-official, non-profit and voluntary in nature and entirely depending upon public philanthropy and its devoted workers. These organisations in order to be active in their fields with meaningful plans and projects are straining every nerve every day to find finances and in some cases certain good projects have to be left over for want of minimum finances. Besides finding the finances for the activities, these organisations also have to pay substantial amounts in foreign currency as affiliation fees to the international bodies sponsored by UNESCO, as these are its Indian National Centres.

The public philanthropy in India is not in that enviable position as before, in view of heavy taxation by the Government of India and in view of the already set-in-socialisation (nationalisation) of every human activity. Advertisements and donations are no longer forthcoming to these organisations as before. The Government of India when approached do not come to their help and direct these organisations to apply for assistance to institutions of the same field sponsored by the Government itself. When these autonomous institutions sponsored and financed by the Government of India are approached for help, they sometimes help in such a meagre way that these organisations cannot function properly and even the financial grants allotted to these autonomous institutions by the Government of India are so meagre and insufficient that they are helpless.

It is in these circumstances that the National Commission for Cooperation with Unesco should consider to come to the rescue of these non-voluntary national centres of International bodies affiliated to Unesco which are rightly expected to represent India at international level. It is very necessary that the National Commission should consider to make use of the voluntary agencies and help them, which have devoted workers in abundance with creative ideas and meaningful projects.

The proposals are submitted for consideration of the Commission.

## **APPENDIX A**

### **Music Theatre Festival : A Short Note**

The Indian stage owes its inception and growth to the Sanskrit theatre, which no doubt, ranks with the best in the world. However, the Sanskrit theatre as such did not take into its fold the whole Indian masses. In the real sense of the term, the Indian theatre had its bloom with the advent of regional theatres, which flourished after the waning out of the Sanskrit theatre.

The Indian people speaking fifteen recognised languages have developed these theatres through ages. Nevertheless, the theatres started functioning effectively only when the Sanskrit theatre lost its way. These regional theatres have since then been entertaining the masses. These forms are full of music and dance and are presented on the stage with a blending dramatic element. The modern theatre to-day in India has been very much influenced by the West, whereas the regional music theatre has kept up its pristine form and traditional content. It is still attracting large masses and offering a living to many professional groups all over India.

There have been no attempts so far either by the government authorities or by non-governmental agencies to organise a National festival of these regional theatres and give necessary fillip to the artistes and the forms. The theatre-men in India are seriously thinking of a correct evaluation of these forms in order to find out the missing link between this traditional theatre and the modern theatre. It is with this view only, the I.T.I. scholarship for the current year is being utilised for a study on "INFLUENCE OF ANCIENT INDIAN THEATRE ON THE SOUTH EAST ASIAN COUNTRIES ESPECIALLY INDONESIA".

It is hoped that this kind of search for a true Indian form and style will re-establish the tradition in Indian theatre. A music theatre festival on all India basis will bring the regular and standard troupes to one platform and thus give an opportunity for the theatre-men to recognise the uniformity in style

and methods of these forms coming from different regions of the country. The festival is also expected to evolve the methods and to take up necessary measures to strengthen the professional music theatre. It will also open up new challenges to face the modern audiences in the country. The theatre men visiting the festival from different countries in Asia and Europe also will realise the true content and form of this great traditional music theatre which requires at present reformation and recognition.

It is further hoped that the Bharatiya Natya Sangh, the Indian Centre of I.T.I. UNESCO in collaboration with the UNESCO and with the help of Govt. of India and Indian National Commission for Co-operation with UNESCO, will make this long felt project a reality which will go a long way in the renaissance on traditional theatre in this country along with the modern forms of Music Theatre and thus provide new vistas in the international theatre movement.

SD/- A. R. Krishna,  
General Secretary  
Bharatiya Natya Sangh.

Ravindra Bharathi Buildings,  
Hyderabad-4 (A.P.)

#### APPENDIX B

United Nations Educational, Scientific and Cultural  
Organisation.

Place. de. Fontenoy, Paris—7.

12 February 1970.

Ref: CLT. 620/4.

Dear Mr. Krishna,

I have studied with great interest your note on the project for an Indian Music Theatre Festival. I find it to be a very ambitious plan that, once accomplished, can bring about excellent results. It would perhaps be advisable to dedicate each festival to a special subject.



2. I suppose you are aware of the project for the South East Asian Theatre Festival to be held in Indonesia in 1971. My colleague, Mr. Fulchignoni suggests that you should contact in this connexion the Indonesian National Commission for Unesco (c/o Department of Education and Culture, Djalan Tjilatjap 4, Djakarta). I suppose that Mr. Menon of the Centre of Performing Arts in Bombay has some information on the matter. The first South East Asian Festival will be dedicated to the Ramayana.

I wish you success in your plans and would appreciate it very much if you could keep me informed of their progress.

Sincerely yours,

Sd/- K. Kauhanen,  
Aritistic Creation and  
Literature Section  
Department of Culture.

Mr. A.R. Krishna,  
General Secretary,  
Bharatiya Natya Sangh,  
Ravindra Bharathi Buildings,  
Hyderabad-4, South India.



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## **ANNEXURE 18**

### **A NOTE ON THE PROJECT ON "FESTIVAL OF INDIAN FILMS ABROAD" RECEIVED FROM INTER-NATIONAL CULTURAL CENTRE NEW DELHI.**

The Inter-National Cultural Centre, New Delhi, an institutional member of the Indian National Commission for Co-operation with Unesco, has submitted a project entitled "Festival of Indian Films Abroad" for financial assistance and consideration at the Ninth Conference of the Indian National Commission. A copy of the project received from the Centre is enclosed (Appendix).

The project is submitted for the consideration of the Conference.

#### **APPENDIX**

**Inter-National Cultural Centre  
16, Hailey Road New Delhi**

**Presents  
Project**

**Festival of Indian Films Abroad**

#### **Brief Introduction**

It is well known that quite a number of Indian films find their way abroad even though they are neither qualitatively commendable nor, for the most part, truly representative of our Culture and Heritage. This has been possible in most cases due to their commercial dependability and enthusiastic exploitation of the market abroad by those that deal with them. As pitiable contrast to this, the case of most of our qualitatively superior films go by default. They are left scrupulously aside because their alleged lack of commercial possibilities. While it may be true that some of them may be lacking in what is commonly described as "MASS APPEAL", the Inter-National Cultural Centre has always very strongly felt that given a proper set of circumstances and opportunity, films with intrinsic beauty could never fail to appeal inspite of their alleged lack of so called "COMMERCIAL VALUE".

This project is, therefore, an attempt to explore ways and means for good films to travel outside India and get a chance to be seen by selected audiences under circumstances that they so rightly deserve. It is hoped that this opportunity would also be taken by good distributors in the respective countries to see these films and buy them for exploitation.

**List of Films :**

1. INGEET : Directed by Taru Mukerjee. An experimental story film without any dialogues. Musical effects are by the maestro Sarodist Ali Akbar.

2. CHARULATA : (Bengali)—Directed by Satyajit Ray. This film based on a novel by Ravindranath Tagore, deals with love born out of loneliness and resulting in frustration and wreckage of a home. (WINNER OF NATIONAL AWARD).

OR

JALSAGHAR : (Bengali)—Directed by Satyajit Ray. This film dealing with the life of an old landlord in the midst of the fast disintegration of landlordism and his tragedy. (WINNER OF NATIONAL AWARD).

3. MAHJOOR : (Kashmiri)—Directed by Prabhat Mukerjee. A film in colour based on the life of MAHJOOR—the only poet recognised just before his death in 1953 as Kashmir's National Poet. Shot entirely on location in Kashmir in all seasons.

4. MATIR MANUSHI : (Oriya)—Directed by Mrinal Sen. Shot mostly on location, the film deals with the life of a farmer family in an Orissa village highlighting the pleasure and problems of joint family system as prevalent in Orissa. (WINNER OF NATIONAL AWARD).

5. KANKU : (Gujarati)—Directed by Kantilal Rathode. This film in black and white based on a famous Gujarati novel deals with the sacrifice of a village widow till on the occasion of the marriage of her son, she falls a prey to her own weaknesses and creates a problem for the whole village and how the villagers react in a spirit of goodwill and understanding. Shot mostly on location.

6. **TEESRI KASAM : (Hindi)**—Directed by Basu Bhattacharya. This film which won the President's Gold Medal has been considered a landmark in Hindi Films for its intrinsic beauty and artistic exploitation of the sentiments of the average villagers in India. Superbly acted by Raj Kapoor and Wahida Rahman, this film failed at the Box Office, but deserves to be seen as a specimen of 'good film'. (WINNER OF NATIONAL AWARD).

#### **Execution of the Project :**

Inter-National Cultural Centre has already finalised arrangements to procure good prints of the six films proposed to be included in the Festival. The project is presently under negotiations with the Ministry of External Affairs who have already reacted favourably to the idea of the festival and pending processing of the arrangements, have informally suggested the following countries for the circuit of the festival.



A. Tehran	E. Cairo
B. Baghdad	F. Khartoom
C. Damascus	G. Adis Ababa
D. Beirut	H. Zibuti

Proposals are for the missions in the above countries to hold the festivals in chain by invitation. Inter-National Cultural Centre in its turn will not only publish a booklet containing full details of the films including synopsis of the story in each case, but also send a representative to help with commentary in English and/or negotiate the sale on behalf of the producers if and when opportunities arise. He would also be readily available to meet the press and answer questions dealing with film production in India. It is hoped that by such means, not only shall we achieve organizational efficiency but also publicise one of the most outstanding industries of India.

(Inter-National Cultural Centre has also obtained the rights of sending out the films to the South East Asian Countries when a chain of festivals could be arranged).

## Statement of Anticipated Expenditure

S. No.	Description	Amount
		Rs.
1.	Hire charges of six films and six shorts for all the festivals . . . . .	10,000·00
2.	Cost of Printing a brochure with full details of each film . . . . .	500·00
3.	Cost of travelling (by ship), boarding and lodging of the representative for three months .	8,500·00
4.	Freight charges for carrying the films upto Basrah and from Zibuti to India by boat and the rest by air (220 kgs) . . . . .	4,850·00
5.	Unforeseen expenses at 10% . . . . .	2,385·00
	<b>TOTAL</b> .	<b>26,235·00</b>
	Less : By way of advertisements for the brochure . . . . .	2,000·00
		<b>24,235·00</b>

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## ANNEXURE 19

### **A NOTE ON THE PROPOSAL ON "POPULATION EDUCATION" RECEIVED FROM DR. R. K. BHAN, PRESIDENT, ALL INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS**

Dr. R. K. Bhan, President, All Indian Federation of Educational Associations, New Delhi, has sent the following proposals for consideration of the Conference :—

"One of the greatest problems facing the under developed countries in general and India in particular is the growth of population at an abnormal pace as compared to the resources of the countries concerned. The population explosion is posing the greatest danger to their development. In India during the last 20 years the birth rate has shown a decrease of hardly 2% to 3% while the death rate has gone down by more than 8% with the result that the rate of growth is 2.5%. The Government of India has embarked on a huge programme of family planning but so far it has not produced the desired results. The main reason being that people are not sufficiently motivated through educational programmes. Population Education should, therefore, be a vital element of the total effort made in this country to check population explosion. Not only have the 200 million people of reproductive age to be approached but the vast stream of children passing into adult stage every year have also to be properly educated and their attitudes to be rationalised while they are at school. Since the problem of Population Education is both national and an international problem, it is desirable that UNESCO steps in to take adequate measures in this behalf".

"The Indian National Commission for Co-operation with UNESCO may therefore take adequate steps in this direction, so that a country-wide programme of population education is launched immediately."

The proposal is submitted for consideration of the Conference.

## ANNEXURE 20

### **A NOTE ON THE SUGGESTION RECEIVED FROM SHRI A. K. SEN, DIRECTOR-GENERAL, ALL INDIA RADIO ON "TEACHING OF INDIAN LANGUAGES AS AN AID TO NATIONAL INTEGRATION"**

Shri A. K. Sen, Director-General, All India Radio and a member of the Indian National Commission for Cooperation with Unesco, has suggested the following item for inclusion in the Agenda for the Conference of Indian National Commission for Cooperation with Unesco :-

#### **"Teaching of Indian languages as an aid to National Integration"**

"One of the important points which militate against mutual understanding and national integration in India is the diversity of languages prevalent and the lack of understanding of each other's language by people living in different areas. While one aspect of this problem is sought to be solved by the introduction and expansion of the link language in as wide an area as possible, it is necessary concurrently for ensuring proper emotional integration that every important language spoken in India is spread in every other area where it is not normally spoken. The introduction of Hindi in the non-Hindi speaking areas should go hand in hand with the introduction of the non-Hindi languages in the Hindi-speaking areas. All India Radio is doing pioneering work in this direction. A number of Radio Stations situated in the non-Hindi areas broadcast regularly Hindi lessons over the radio. Similarly, a number of Radio Stations situated in the Hindi-speaking areas are broadcasting lessons in non-Hindi languages. The effectiveness of this scheme of teaching languages over the radio could be increased considerably if better arrangements could be made to look after the field work. Steps such as arranging for organised listening to language lessons and follow-up activities should be taken in the field. The lessons could be printed and distributed to persons desirous of learning the language taught and occasional get-together of such

persons and the organisation of cultural activities in which their knowledge of the language learnt could be exhibited, organisation of simple competitions and award of prizes for the skill exhibited etc., could increase popular interest in the learning of languages other than one's own mother tongue".

The comments of Dr. D. Pattanayak, Director of the Central Institute of Indian Languages, Mysore on the above proposal are as under :—

"The suggestion of the Director-General of the All India Radio on the teaching of Indian Languages as an aid to national integration as an additional item for the agenda of the Indian National Commission for Cooperation with Unesco is very well timed. It must be remembered, however, that in any use of technology for teaching there is a danger of causing more damage than good, if suitable material is not used for the purpose.

Unfortunately, in our country it is not yet recognised that like every other subject, teaching of languages should also be discipline-based. That is why any book prepared by a native speaker on the teaching of a language is readily accepted and even prescribed for teaching in schools and colleges.

In the teaching of Indian languages through the media of All India Radio, the first and foremost thing is, therefore, the preparation of appropriate material and tapes. Fortunately in the case of English, the Central Institute of English, Hyderabad and the Regional Institute of English, Bangalore did undertake pilot work in this area and the material prepared by them was later adopted for broadcast by the All India Radio. In any future scheme of broadcasting language material, it is most important to recognise that in view of availability of suitable expertise and other resources at the Central Institute of Indian Languages the production of such material should be centralised in the CIIL. Since we are expecting to acquire equipment for duplication and a studio of our own for purposes of recording, we could undertake to produce the material required by the All India Radio for purposes of broadcasting. Any other alternative way of getting material prepared might result in creating a lot of learning barriers rather than facilitating learning and thus eventually



create more problems than could be solved. It is visualised that with the available expertise in the CIIL, preparation of specialised material would require appointment of only one additional person per language to begin with. We may begin with a phased programme. Instead of broadcasting the teaching of all the languages at the same time we can start with six to eight major languages and add other languages subsequently".

The proposal is submitted for consideration of the Conference.



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## ANNEXURE 21

### **A NOTE ON THE PROPOSALS RECEIVED FROM PROF. T. R. SESHADRI REGARDING "ORGANISATION OF SCIENCE MUSEUMS IN IMPORTANT CITIES IN INDIA" AND "ORGANISATION OF SCIENTIFIC INSTRUMENTAL SERVICE CENTRES FOR RESEARCH WORKERS IN INDIA".**

Prof. T. R. Seshadri, a Member of the Indian National Commission, has made the following proposals for inclusion in the Agenda for the Conference :—

"I propose the following two suggestions (a) and (b) below for discussion and recommendation. The first of these was already discussed in earlier meetings and recommendations made; there may be no need to elaborate on it. It should be reiterated.

- (a) Organisation of Science Museums in important cities in India.
- (b) Organisation of Scientific Instrumental Service Centres for research workers in India."

2. "The second proposal is of great importance for all research workers in Indian laboratories. Modern instruments are very costly in foreign exchange and also costly to maintain. The universities are not able to buy and maintain them. The proposal is to have a few centres in the country well provided with the essential instruments and manned by competent engineers and technicians. They will be able to provide the data for research workers at a reasonable cost. These will add greatly to the level of research work and save educational institutions, space, expense and worry.

Kindly include these two for consideration and recommendation for UNESCO help."

3. As regards item (a) of para 1 above, at the Eighth Conference of the Indian National Commission in 1967, Prof. Seshadri had suggested that in the improvement of science

teaching and in creating interest in science in the general public, "a good amount of help can be given if science museums could be developed all over the country where the students will have opportunity of seeing models and doing experiments".

4. The Natural Sciences Sub-Commission of the Commission commented on this proposal that "urgent action may be taken in regard to organization of science technology museums in a large number of centres in India with a view to popularising science not only among school children but also amongst adults in cities and villages. The science technology museums can be utilised with lectures by specialists. Special efforts should be made to organise popular lectures for villagers by specialists and the equipments can be carried out from the Museums in mobile vans designed for the purpose."

5. The above recommendations were brought to the attention of National Council of Educational Research and Training, and the Council of Scientific and Industrial Research and the Scientific Surveys Division of the Ministry of Education and Youth Services. The comments of the Council of Scientific and Industrial Research are as follows:—

"The two museums under the CSIR, viz., BITM, Calcutta, and VITM, Bangalore, have already taken up programmes pertaining to popularization of scientific knowledge in rural areas. The BITM, for the first time in India, introduced a regular Mobile Science Museum in 1965, and at present this museum is running six mobile units throughout the districts of West Bengal and parts of Bihar. Three of these units have been holding exhibitions in deep interior villages. The Museum has already opened two small centres in Purulia and Midnapur and six more will be opened by the end of this year. The VITM, Bangalore, is also organizing series of demonstration lectures in the schools situated 30 to 40 miles around Bangalore. The demonstration lectures are given particularly in rural schools with the aid of simple equipment fabricated in such a way that the school teachers will be able to conduct the same experiments with equipment made in the school itself. These demonstration lectures afford the student a practical insight in Science".

6. The comments of the National Council of Educational Research and Training are also given below :

"So far as the question of organising science museum is concerned, this Department is not directly concerned with the organisation of science museums. It had, however, suggested to the Ministry to consider the possibility of establishing some such museums at least in the State capitals during the Fourth Plan period.

So far as the recommendation concerning the organisation of popular lectures for villages by specialists is concerned, perhaps this can be considered by the Ministry under its scheme of Vigyan Mandirs. This department has no organisation to organise such lectures throughout the country."

7. As regards item of (b) para 1 above, the proposal has been referred to the CSIR for comments which have not so been received

8. The proposals are submitted for consideration of the Conference.



सत्यमेव जयते

## ANNEXURE 22

**TO CONSIDER A PROPOSAL RECEIVED FROM DR. G. S. MAHAJANI, VICE-CHANCELLOR, UNIVERSITY OF UDAIPUR, A MEMBER OF THE INDIAN NATIONAL COMMISSION, SUGGESTING THAT "THE UNESCO SHOULD ARRANGE, WITH COOPERATION OF SCHOLARS FROM VARIOUS COUNTRIES, A PUBLICATION, EMBODYING ILLUSTRATIONS (SELECTED FROM HISTORY, LITERATURE, MYTHOLOGY ETC.) WHICH GIVE VISIONS OF GREATNESS"**

Dr. G. S. Mahajani, Vice-Chancellor, University of Udaipur and a member of the Indian National Commission, has sent the following proposal for inclusion in the Agenda for the Ninth Conference of the Indian National Commission :—

"The UNESCO should arrange, with cooperation of scholars from various countries, a publication, embodying illustrations (selected from history, literature, mythology etc.) which give visions of greatness." The background note received from Dr. Mahajani is appended (Appendix).

2. The proposal is submitted for consideration of the conference.

### APPENDIX

**Proposal :** "The UNESCO should arrange, with cooperation of scholars from various countries, a publication, embodying illustrations (selected from History, literature, mythology etc.) which give visions of greatness."

#### 2. BACKGROUND NOTE :

In his "Some Tasks for Education", Sir Richard Livingstone observes :

".... The second principle of any good education is that these subjects should bring the pupil face to face with something great. Nothing—not all the knowledge in the world—educates like the vision of greatness, and nothing can take its place."

In the light of the objectives of the UNESCO, too, we must, in my view, shift the emphasis from merely training the intelligence to widening and elevating the mind. This is best done by the teachers conveying "visions of greatness" to students, through seminars and group-discussions. Experienced teachers may be doing this. But a UNESCO book, such as the one I am suggesting, will be of great assistance to young teachers who can later on be depended upon to collect such examples on their own.

3. To make my point clear, I venture to give some seven specimens of visions of greatness. Each one of these is fairly brief and might even be called a flash of greatness.

(i)

**U.S.A. (1963) Abraham Lincoln's Gettysburg Speech**

"Four score and seven years ago . . . ; and the government of the people, by the people, for the people, shall not perish from the earth."

In his "Modern Parliamentary Eloquence", Lord Curzon cites this as the best of three masterpieces of modern English eloquence. The speech, be it noted, occupied less than three minutes.

Again it is in this speech that Lincoln's definition of democracy—government of people, by the people, for the people, first figures.

In the group discussion, the question could be raised: "Why did Lincoln not begin with '87 years ago' instead of 'four score and seven years ago'? was it because he was deeply religious and copied the Biblical phraseology 'three score years and ten' for the span of human life?"

(ii)

**India (1964):—Nehru's picturesque passage on the Ganges in his Testament**

" . . . I have been attached to the Ganga and the Jamuna rivers in Allahabad ever since my childhood . . . . .  
 . . . . .

I am making this request that a handful of my ashes be thrown into the Ganga at Allahabad to be carried to the great ocean that washes India's Shore."

## (iii)

**U.K. (England) (1612): The Historic Conference between King James I and the Chief Justice Coke.**

The King wanted to try certain cases himself and when it was pointed out to him that administering law was a technical matter and that, therefore, His Majesty should not interfere, the King got enraged and argued that it was treason to affirm that the King should be under the law. The great Coke firmly answered that the King ought not to be under any man, **but that the King was under God and the Law.** This event marked the opening of that great struggle with the Stuarts in which the lawful rights of Englishmen were vindicated as against the arbitrary action under the royal prerogative.

## (iv)

**U.K. : Milton's *Paradise Lost***

Here one could stress three points. (a) All through his youth and his prime of life, Milton was consciously and sub-consciously preparing himself to write a great poem which "posterity will not willingly let die", (b) Initially, he seems to have contemplated writing his poem in Latin, because he thought, he might then be read not only in England but also by the learned in every nation of the continent. But fortunately he ultimately decided to write in English. This secured two things. It helped the process of making English a powerful vehicle of thought that it is. Secondly, if he lost some contemporary renown, his poem gained in competition with popularity of the production of later and modern literature. Milton's service to English is an example to India in developing Hindi. (c) Milton's is a fine example of the fact that great poets often humanize the character of their villains. He represents Satan as endowed with such noble attributes that Dryden and many other critics thought that this great religious, puritan poet of England actually intended to make Satan the hero in *Paradise Lost*.

(v)

**The great Hindu Epic Ramayana and its author Valmiki.**

The story goes that this premier poet (आद्य कवि) once came upon the scene in which a hunter had just hit one of the two mating birds perched on a tree. The dying bird drops down and the poet is so much overcome with grief that he bursts into an entirely new metrical verse to curse the hunter :

*Oh you hunter, (what have you done!), never will you find any peace of mind."*

मा निषाद प्रतिष्ठां त्वमगमः शाश्वतीः समः ।

This is a good example of how intense emotion spontaneously bursts into poetry. This was noted by Kalidas when he described Valmiki as one whose grief burst into verse.

श्लोक त्वमापन्नत यस्य शोकः ।

(vi)

**U.K. (Scotland) (Feb. 20, 1436) :—Catherine Douglas.**

In the Epic of *Ramayana*, again, Kaikeyi, one of the four wives of Dasharatha, is remembered by the public only as being responsible for sending away Rama to the forests, in exile. But, if we turn the spot-light on her earlier brave performance on the battle-field, she strikes us as a very remarkable figure. In the thick of the battle she accompanies her husband and when the axle of his chariot breaks, she puts her arm in place of that axle! It was for this act of instant courage, that Dasharath grants her three wishes. She reserves them and later utilizes them to send away Rama. She really meant no ill to Rama's person. His exile was necessary since, with his presence in the kingdom, the people would not have accepted the rule of her son Bharata.

Now in a group discussion over this incident, a teacher could bring to the attention of students a very similar golden deed by one Catherine Douglas. King James of Scotland had incurred the wrath of his nobles by 'avenging with a strong hand upon the princes and their followers the miseries they



had inflicted upon his people.' The traitors formed a conspiracy to murder him. They had quietly removed on the fatal day the bars and bolts of doors. When the murderers came for the King, Catherine Douglas thrust her arm through the empty staples to gain for her sovereign a few moments more for escape and safety. The brave arm, though true as steel, was not as strong. It was quickly broken and she was thrust fainting aside. The King was slaughtered but all honour to the noble-hearted lady whose frail arm was the guardian of her sovereign's life, in the extremity of peril—though for a few moments!

(vii)

**U.S.A. : At West Point**

"When Queen Marie of Roumania came to review the Corps, the day chosen was extremely rainy. When the Queen learnt that the Corps would still appear in full dress, she put on her finest clothes and refused to use a rain coat or an umbrella—saying that she would pay the Cadets the same honour as accorded to her."

*West Point-Moulder of Men, 137.*

